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ABSTRACT

A peer counseling program was instituted in a California high school to: (1) expand the guidance services of the school by utilizing trained students; (2) make school more meaningful for the peer counselors through personal growth and involvement; and (3) determine the feasibility of implementing peer counseling projects in other high schools in the district. Five professional counselors and speakers in related fields assisted in the teaching and training of a peer counseling class of 48 students. The course was offered first semester, followed in the second semester by the Field Training Phase of the program. Evaluation methods included: (1) subjective measurement; (2) consultation; (3) feedback; (4) participant-observation; (5) written instruments; and (6) staff observations. Data indicated that more students were reached and helped with peer counselors; and more assistance was provided than would otherwise have been possible. The majority of the peer counselors found that school became more meaningful and that they experienced personal growth in attitudes toward themselves and others. The peer counseling approach allows counselors to become guidance leaders for staff and students, and allows students to become co-partners in their own development. The program may serve as a model for other high schools. (Author/NMF)

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THE DEVELOPMENT AND ANALYSIS OF A PEER COUNSELING
PROGRAM AT PATRICK HENRY HIGH SCHOOL

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CHAPTER I

THE NATURE OF THE PROBLEM

Young people disenchanted with society in general and often school in particular have frequently opted to "tune-out" the adult world and its institutions. Passive indifference or active participation in demonstrations have been ways of revolting against an environment they had no part in forming. Viewing the adult world as cold, materialistic, and dehumanizing, they are increasingly turning to their peers for support, understanding, and advice. Within the school setting, they are demanding a voice in selecting more relevant course offerings and in setting educational goals. An Educational Resources Information Center (ERIC) Panel (1971) listed the continuing trend toward more power and responsibility on the part of the young as one of its 25 generalizations. A second generalization made was the failure of the present schools to prepare students for life.

Educators are increasingly challenged and pressured to bring about changes in the structure of the school. Innovations normally are made within the existing systems, a practice Robert Glaser (1969) contends cannot be done.

A promising innovation in education is the Parkway Program in Philadelphia. There are no school buildings and students are encouraged to find their own curriculum. The students who are selected by lottery from eight Philadelphia

secondary schools have the community for their learning environment. Teachers in charge of small tutorial groups provide the support and counseling for all students in the Parkway Program. The cost to operate the program is no higher than in traditional systems (Bremer, 1969).

Research and development centers funded by the Office of Education have since the early 1960's been committed to the task of identifying and providing solutions to education problems. Using the "product development and the change support approach," the R&D centers have developed a number of programs such as Individually Guided Education (IGE) and Individually Prescribed Instruction (IPI) which have been enthusiastically received by educators and students throughout the nation, according to Schneider (1972). Another federally funded project is that of developing a Statewide, State-tailored career development guide for kindergarten through adult (Gysber & Moore, 1972).

Guidance departments are frequently singled out by administrators and educational critics for their failure to take the lead in bringing about changes and innovations in curriculum planning as well as in guidance functions. The role and work of the counselor is coming under increased scrutiny and criticism. The results of student questionnaires have long indicated that counselors are not seen by students as an effective influence in the lives of the students. Counselors have contended the ever-increasing amounts of

paper work and the disproportionate ratio of counselor to students has prevented them from serving the students adequately. This long-held position has been termed one of excuse-making by Ginzberg (1971). Much of what is wrong, he asserted, could be remedied if the "primary commitment" were made to educational and occupational guidance with a deemphasis on the social-personal aspects of counseling.

Sidney P. Marland, Jr., U. S. Commissioner of Education stated in his address before the Pennsylvania Personnel and Guidance Association, November, 1971, that one of the roles of the counselor was that of a job market analyst with the schools providing a placement service to assist students in securing jobs. The Commissioner indicated that if this were to come to pass, the vast majority of students who are not headed for college would no longer be shortchanged.

Wrenn in The Counselor in a Changing World (1962) wrote ". . . the school could be charged with a multifold function of developing intellectual, social, and vocational competencies--perhaps in that order of importance (p. 78)." For the counselor's personal development, a number of recommendations were made. Among them were the counselors' need to (1) broaden their knowledge and experiences by including courses in the social and behavioral sciences, (2) study other cultures and travel in the summer to broaden cultural awareness, (3) assess their counseling techniques, think through their goals, and develop knowledge of the use of

computers, and (4) seek more understanding of self and depth of experiences which leads to personal satisfaction in self and in work (pp. 180-185).

The need to implement Dr. Wrenn's far-reaching recommendations of 1962 have become increasingly apparent in 1973 if counselors wish to survive as a profession within the school setting. The need to understand peoples of other cultures, especially the culturally disadvantaged, is a prerequisite to meeting their needs (Leonard, 1971). The increased use of and greater demand for systems analysis and data demands computer knowledge and understanding. Legislators are forcing counselors to establish objectives and goals by mandating evaluations such as the Stull Bill requirements in California.

Some Change Pressures and Innovations

The rapidity of change, the ever-expanding knowledge of the functions of social institutions, the increased emphasis on human development, and the demand for accountability would seem to indicate that some form of program management and planning needs to be developed (Roeber, Walz, & Smith, 1969). One such program, the Youth Guidance System (YGS), was field tested in 20 California secondary schools during the 1969-70 school year. The system design evolved around four component areas: (1) educational/vocational decision making, (2) personal counseling, (3) the education team, and (4) research and evaluation (McDaniel & Saum, 1969). A training program

was developed by Carkhuff (1971) to accompany the Educational and Career Exploration System, a computer-based guidance program piloted in Michigan. The research design sought to assess the effects of the counselor and the computer. A developmental model to guide the helping process and provide a criteria to measure progress is the essence of Carkhuff's human technology developmental process for human resource development.

Trained student aides, office personnel, and an applied systems approach to career exploration were used by the counselors of the San Dieguito High School, Encinitas, California. The counselors indicated that they had been freed from many advisory and information-giving tasks. As a result increased time was available to them for personal-social counseling (Koch, 1972).

The use of auxiliary school personnel and para-professionals can also provide a guidance department with more professional counseling hours. The employment of such persons has the advantage of using less skilled and lower-salaried people to do many of the routine tasks and perform services in the areas of group testing, programming, and initial interviewing of students. Studies have tended to support the claim that various functions now performed by the professional counselor could be performed equally well by trained auxiliary school personnel and by para-professional persons (Salim & Vogan, 1968; Bowman & Klopf, 1968).

Francisco Junior High School, San Francisco, has for a number of years successfully operated a group counseling program for students which involves the entire counseling staff. Research has shown the effectiveness of peer pressure within the group setting (Sherif & Sherif, 1964). Teachers have long been aware that academic failure has not only been accepted but has been rewarded within the peer culture (Barr, 1971). Yet counselors have been reticent in the past to utilize the group counseling techniques, in part perhaps, because they are unsure of their group skills. The understanding of the group process and the acquiring of group skills may not have been a part of their professional education. On the other hand, studies involving peer relationships in group counseling have demonstrated positive results. One such study reported by Novak (1968) involved potential dropouts at a Philadelphia high school. The results indicated that the experimental group experienced fewer discipline problems and made more self-referrals to the counselors than did the control group. The need to serve more students along with the present emphasis and the increased numbers of training courses in group dynamics and human relationships will result in wider application of the group process.

Students in Helping Roles

Studies involving students helping students have been primarily researched at the college level. Southwest Texas

State College, San Marcos, Texas, experiments with student-to-student counseling that involved potential dropouts confirmed the effectiveness of such an approach. A second significant finding was the indication that students when carefully selected and trained were equally effective and equally accepted as were their professional counterparts, the counselors (Brown, Wehe, Zunker, & Haslam, 1971). An unpublished study describes the use of trained senior students in peer counseling roles at Flinders University of South Australia (1972). Among the services performed by the trained peer counselors were: (1) tutorial assistance, (2) befriending students, (3) serving as a referral service, (4) providing group leadership and tour guides for visiting secondary students, and (5) acting as liaison between students and administration. A primary benefit was that of personal growth experienced by the peer counselors.

Four faculty members at the University of Arizona, Tucson, have used undergraduates as small group facilitators. The following hypotheses were proposed as a result of the experiment: (1) the use of peers "facilitates better listening," and (2) a trusting atmosphere comes more quickly with peer leadership (Wrenn & Mencke, 1972).

Current impetus has been toward some form of crisis counseling as a means of assisting students. A crisis calling center was organized at Southern Colorado State College, Pueblo, to help students adjust to college life (Tucker,

Megenity, & Virgil, 1970). A crisis counseling and referral center, an extension of the counseling office, was initiated and manned by concerned and committed students at Grossmont Junior College, El Cajon, California. Peer counselors were required to go through a two-step training program before they were permitted to counsel students (Maydeck, 1972).

Programs of students helping students at the elementary and secondary levels have by and large been tutorial in nature. The concept of older students helping younger ones is not new. However, what has been emphasized as new by Thelan (1970) was the enhancement of the tutor's own self-esteem and ego. He stated a number of other advantages to be gained by the helping relationship such as: (1) the breakdown of cultural and communication barriers, (2) less competitiveness, (3) increase in the amounts of teaching, (4) more meaningful subjects for students, (5) crisis prevention possibilities, (6) development of personal insights into the teaching-learning process which fostered more cooperation and more effective relationships with teachers, and (7) individualization of instruction.

An experimental project conducted at Fernwood Elementary School, Portland, Oregon, solved two crucial problems of the school program--relevancy of education and need for individualized instruction. The experiment which has since been expanded throughout much of the Portland school system uses upper grade children at all levels of

achievement to assist the lower grade children. Both tutor and the tutored showed improvement in work habits and in skills (Fleming, 1969). A research experiment which involved paired high school and elementary students of like sex demonstrated that the helper/helpee relationship was of mutual benefit (Winters, 1969).

One demonstration project which involved students at Kettering High School, Detroit, Michigan, was reported by Vriend (1969). The inner-city project used peer relationships to influence disadvantaged students to achieve greater academic success. The success of the project seemed to indicate that trained high-achieving disadvantaged youth could assist their fellow students.

A comprehensive peer counseling program began in the Palo Alto, California Unified School District in 1971, was described by Varenhorst and Hamburg in a Peer Counselor Program and Curriculum. The focal point of the training program for the peer counselors was 12 small groups. The groups were supervised by a consulting psychologist, five psychiatrists from the Stanford Medical School and six District staff personnel. The program is unique in that it is district-wide and is directed by a school psychologist, Barbara Varenhorst, and a child psychiatrist, Beatrix Hamburg.

Peer counseling is a relatively new and exciting approach in counseling. The peer counseling concept uses

the knowledge of peer relationships and builds on the awareness that students frequently turn to their peers for help. It also takes advantage of youth's search for self-identity and for meaningful experiences. Wrenn in The World of the Contemporary Counselor (1973) foresees an increase in peer counseling in the years ahead. Counselors and teachers will be enlisting the aid of young people to help them in understanding "the contemporary world of youth."

Within such a conceptual framework, a pilot peer counseling project was proposed for Patrick Henry High School, San Diego, California, for the 1972-73 school year. Two initial phases of the program were begun during the preceding semester, Spring, 1972. They were the orientation of new students and motivational counseling which involved a small group of low achieving 10th grade boys in an English class. The results of these two mini-projects provided the impetus for a more comprehensive peer counseling program.

The Problem

Statement of the Problem

The peer counseling program at Patrick Henry High School was designed to determine the feasibility of such a program being adopted by other high schools in the San Diego Unified School District. The first goal of the project was to expand the guidance services by using trained peer counselors. The second goal was to find meaningful ways of

utilizing one of our greatest human resources--our young people. These two goals were formulated into the following hypotheses:

1. That guidance services would be expanded through the utilization of trained students who would be able to provide general information and to assist their peers in a variety of ways.
2. That trainees who become involved and committed to the peer counseling concept would find school meaningful and would experience personal growth. Thus they would develop positive attitudes toward themselves and others.

In addition to determining the validity of the hypotheses, the study will also attempt to provide answers to the following questions: (1) Will peer counselors be accepted in helping roles by their peers and by teachers? and (2) Will the use of peer counselors change the attitude of staff members and students toward the guidance department?

Importance of the Study

Responding to Robert Carkhuff's inquiry as to how the journal Impact proposed to influence the counseling field, Gary Walz wrote:

We are . . . proposing that outreach must become a major aspect of counselor behavior. . . . We are encouraging the counselor to be a reasonable adventurer, a moderate risk taker who out of both experimental and research knowledge knows what needs to be done; through insight into and skill in the implementation of innovations can bring about change; and because of involvement in and commitment to human development, will bring home change (1972, p. 20).

Counselors will need to assume more viable roles of leadership in the total educational picture. The counselor

is in an unique position to enlist the aid of others in bringing about changes and to assist others in becoming involved in the change process. The change will have to show evidence of a quality service which extends to the staff as well as to the entire student population. A heavy counseling load and extraneous functions demanded of counselors cannot be used indefinitely as a justification for inadequate guidance services.

The writer has over recent years experienced considerable frustration as a result of her inability to fulfill a personal commitment to assist each student to realize more fully his or her potential. Arbuckle (1968) stated the goal of counselor education should result in ". . . a more human and self actualized individual, capable of working effectively to help others to realize more fully the potential of their true self" (p. 435). Peer counseling offered a vehicle by which the writer could enlist young people as co-partners in their own developmental process.

The writer also felt that a peer counseling program would result in positive attitudes on the part of the staff and students toward the counseling staff. Criticism toward the counselors had centered around the following: (1) "paper shuffling" is the main function of counselors; (2) the time involved in stressing one-to-one relationships means that only a few students can be seen by a counselor; (3) action is on the school grounds, counselors are in their

offices; and (4) a more "humane" school must be initiated by the counselors.

Limitations of the Study

A number of limitations were apparent at the outset of the project study. The first limitation was the method of evaluation. The writer was cognizant of the emphasis in literature on research designs that provided for control and experimental groups. Such designs would not permit the flexibility which could lead to immediate change. Therefore some form of continuous evaluation was sought which would permit such change.

A second limitation was in the method of assessment of attitudes of those students enrolled in the peer counseling class and of staff members. The San Diego Unified School District procedures prohibited the use of commercial inventories of attitudes. Hence two attitudes questionnaires had to be developed for the occasion. There was no opportunity to standardize these instruments which would have been desirable.

The third limitation involved the absence of some physical facilities which had been anticipated in the plan. The plan included the use of a New Counseling Center which was to house all guidance personnel and materials. A "rap" room for peer counselor use was to have been provided in the Center. These were not made available. Peer counselors were

to have been assigned to the Counseling Center through-out the day. It had been anticipated that they would provide assistance to students seeking general information and initial career or college information. Such services could not be provided in the existing physical facilities. The career office and the scholarship office were located away from the main counseling office. Peer counselors could not be used as fully as intended because of the limited space.

A fourth limitation involved finances. Funds amounting to \$1200 had been allocated by the San Diego County Department of Education for the pilot project. Part of the funds was to have been used for para-professional help. Many of the necessary and time consuming details of the program could have been handled by such persons. This would have freed the counselors to spend more time in training and working with the peer counselor trainees. It was not until five months after the project began that the San Diego School District notified the coordinator that the funds were available. The funds provided were held by the District rather than by the school and this caused added delay in purchasing requested items.

Chapter Summary

This chapter has reviewed the problem within the broad area of education, discussed the role of the counselor and the need for change, reviewed literature pertinent to changes

and innovations in education and peer counseling in particular. It finally identified the specific problems to be studied and set forth the two hypotheses of the study to be tested.

The chapter also set forth the writer's desire to determine the extent to which a peer counseling program would be accepted by the staff and students, and the extent to which such a program would result in a positive counselor image.

Chapter II sets forth the procedures used in initiating and developing this peer counseling program at Patrick Henry High School, San Diego, California. The evaluation procedures and the method of analyzing the results will be discussed.

Chapter III reviews the activities of the peer counseling program in terms of the two hypotheses.

Chapter IV discusses the evaluation of the program in terms of a "clinical" approach to program evaluation.

Chapter V includes a summary of the study, presents conclusions from the study, and offers recommendations for future study.

CHAPTER II

METHODS AND PROCEDURES

This chapter delineates the procedures used in initiating a peer counseling program, the selection of students for the program, and communicating information about the program. It includes also the training program for peer counselors, the evaluation procedures, and the procedures used in the analysis of outcomes.

Initial Procedure

A formal proposal for a pilot peer counseling project was submitted to the San Diego Unified School District in March, 1972. Upon acceptance of the proposal, a steering committee composed of the District Director of Guidance, the Assistant Principal in Charge of Curriculum, four counselors, and one teacher was appointed to establish guidelines for the program. A curriculum guide was prepared by the writer in which goals and objectives of the peer counseling program were proposed. (See Appendixes A & G).

Student input. Students who had been involved in the orientation program for new students which was conducted during the second semester of the 1971-72 school year were asked to complete a Peer Counseling Questionnaire. The questionnaire included the following: (1) Why did you sign up to become a peer counselor? (2) What are your feelings about what you have done this semester? (3) Was your

training adequate to help you in talking to new students? and (4) What would you like to see included in the course content for a peer counseling class next year?

Letters to parents. A letter explaining the peer counseling concept and the program was sent to the parents of each student who had enrolled in the training course entitled "The Dynamics of Peer Counseling" for the 1972-73 school year. (See Appendix B).

Selection of Students

Any 11th or 12th grade student could elect in April, 1972 to enroll in the peer counseling class for the following September. Thirty-five girls and 13 boys enrolled in the class. Of the 48 students, 16 had been actively involved with the orientation program during the second semester of the 1971-72 school year. The orientation group had made extensive plans for a fall orientation program to acquaint new students with the Patrick Henry High School program. Nine others of those signing for the class had been nominally involved with the orientation group. The remaining 23 students had selected the peer counseling course on the basis of what they had heard about the proposed course and the projects.

Communication Procedures

Teacher Orientation

The proposed peer counseling program was explained to

the staff during the first faculty meeting in September, 1972. A follow-up was made in the form of a written communique, Peer Counseling--What's It All About? A second communique was sent in the form of a special bulletin explaining the Career Seminar Information program. Permission was sought from the 102 "guidance teachers" to allow the peer counselors to visit their guidance classes for the purpose of having each student complete a Career Information Card. The information from the cards was used in planning for a series of Career Seminars. Each teacher was asked to explain the purpose of the peer counselors' visit.

When the training phase of the program had been completed, a bulletin entitled Peer Counseling Semester Report to the Staff was distributed. The staff was apprised of what had taken place during Phase I, the training period, and what was planned for Phase II, the Field Experience Phase. (See Appendix B).

Proposal to the English Department. Communication in the form of a proposal for the use of peer counselors in the 10th grade English classes was made by a counselor. The proposal suggested that peer counselors might serve as small group facilitators in helping the 10th graders meet one of the department's objectives. The project was intended to provide a structured group experience for the peer counselors. Since most 10th graders had not had contact with their counselors, the discussion centered around providing infor-

mation about available services in the counseling office.

The mechanics of the schedule were worked out by the counselor in charge of the project. He sent a memo to each participating English teacher with suggestions as to how they might prepare the class for the visits of the peer counselors.

Student Orientation

Approximately 3400 students were exposed to peer counselors when they visited 102 guidance classes for the Career Seminar project previously referred to on the preceding page. This initial appearance of the peer counselors was intended to give them experience in a helping role. The visits also served to make the student body aware of the peer counseling program. (See Appendix F).

Other procedures for informing the student body of the peer counseling program were used. A limited number of students were randomly interviewed by peer counselors as part of a campus assignment. Several peer counselors presented an interpretation of the Ohio Vocational Interest Survey via instructional television to the 11th graders.

A feature article about the program appeared in the school paper, Patriot Press. A counseling paper entitled Horse Feathers was written, edited, and distributed by the peer counselors. This provided information about counseling services and activities.

The Peer Counselor Training Program

First Quarter Training

The first two weeks of training were spent in organization and orientation procedures. Because of the heavy load in the counseling office, only the writer who served as the program coordinator was able to be fully involved.

Activities during this period were planned for the class as a whole. The school nurse, a district counselor, and the Drug and Narcotics Education (DANE) counselor explained to the class the various ways in which they could be helpful to the peer counselors. Peer counselors were made aware of their responsibility to recommend professional counseling services for specific kinds of problems, such as drugs, VD, pregnancies, and/or abortions.

The Administration was invited to spend 80 minutes with the trainees in small groups. This was the first time most of the peer counselors had talked with any member of the Administration. The nine members of the counseling staff at Patrick Henry met with the peer counselors in small groups. The counselors explained their roles and then offered the peer counselors the opportunity to express their feelings about counselors. The trainees were encouraged by the counselors to visit them at any time.

Interest areas. Following two weeks of general orientation, students elected to go into one of four interest groups. These groups were: (1) "general information,"

compiling school information to be made available to all students; (2) "career interest," working with the career counselor in planning Career Seminars and the interpretation of the Ohio Vocational Interest Survey (OVIS); (3) "group facilitation," learning about group dynamics and putting it into practice, and (4) "human relations," learning about themselves and others and how to communicate effectively.

The interest groups, led by the professional counselors, met once a week for 80 minutes. At the end of seven weeks, each trainee moved to another group of his choosing for new experiences. For example, the human relations group members could have elected to go into group facilitation.

When students were not involved in small group work, they met as an entire class for lectures, film presentations, discussions, and exchange of group and individual ideas on decision-making. They saw demonstrations of the counseling process and heard resource speakers. Course content included communication skills, motivation, group process, and human relation sensitivity. Various techniques such as role playing, simulation games, tape recordings, instructional television and critique sessions were used in teaching the class.

Second Quarter Training

The "career" interest area and the "general information" area were temporarily eliminated as group performing tasks because of inadequate physical facilities. However,

four students elected to continue in the "career interest" area. Under the direction of a counseling intern, they planned the OVIS project. They prepared and presented via ITV, an interpretation of the Ohio Vocational Interest Survey to approximately 1100 juniors.

In the junior high school. Four students who were considered capable of becoming skilled group leaders were selected to pilot a mini-junior high school project. This was part of their training in group facilitation. One team of two peer counselors worked with a small group of seventh grade girls who had truancy problems. The woman vice-principal served as the supervisor for the peer counselors. The other two peer counselors worked with an eighth grade counselor. The girls involved in the eighth grade group had school adjustment problems. The trainees remained after each meeting to discuss with the supervisors what had taken place in the groups that day. Reports were made to the coordinator of the program by the supervisors. The peer counselors also met for critique and evaluation with the coordinator or with the counselor who had been their instructor for the group facilitation sessions.

Community agencies. A field trip to six community agencies which dealt with young people was made by the peer counselor trainees. The purpose of the trip was to familiarize the trainees with available community resources. The students met in small groups during the following class

session to discuss their experiences. Information cards on which was listed important data regarding the agencies were prepared by the peer counselors during the class meeting.

Third Quarter Activities

The peer counseling class format was altered for the third quarter of the 1972-73 school year. This time was designated as "the field experience period" or Phase II. During this period, the trainees were given various opportunities to apply what they had learned during the previous two quarters of the school year. Every effort was made to provide a broad range of experiences in areas where the peer counselors could feel comfortable.

The orientation program. Certain adjustments in the original plans were made as a result of inadequate physical facilities. Peer counselors could not assist in the Counseling Center as planned. As a partial substitute, the majority of the peer counselors elected to become involved in some aspect of the orientation program. The objectives of the program were as follows: (1) to plan ways of assisting the counselors when they visited the two feeder junior high schools in April for the Fall, 1973 programming, (2) to make long-range plans for the orientation of approximately 1400 new students in the Fall of 1973, and (3) to meet on a continuing basis with approximately 100 new students attending Patrick Henry on special attendance permits. These students were primarily the ethnic transfer students who did not live

in the Patrick Henry community.

Changes were frequently made within the orientation group. Long-range planning for the influx of new students in the Fall was not sufficient to sustain the interest of the group members. When the articulation of ninth graders was completed, the group began to show dissatisfaction with the program. The hoped-for group sessions with the ethnic transfer students was abandoned because of lack of interest on the part of the new students. Therefore, other activities had to be found for the peer counselors.

Group facilitation. All trainees who expressed an interest in taking an off-campus assignment, such as junior high school group facilitation, were required to go through the group process training. Video tapes were made of the first and the last sessions for critique purposes by the groups. The video tapes were later viewed by the class as examples of the development of communication skills and helping techniques through the use of the group process.

Small group meetings. A number of small group meetings were held during the third quarter. Interested teachers were invited to meet with the peer counselors to discuss problems at Patrick Henry. One teacher of Mexican-American descent met with the class to discuss attitudes, feelings, and values of the Mexican-American. This meeting was intended to develop more cultural awareness.

The principal of Patrick Henry consistently made himself

available to attend any group meeting at peer counselor request. Peer counselors were encouraged to visit him in his office at any time. This practice was carried out in all administrative and counseling offices.

Child development training. A member of the staff who taught a class in child development met with the peer counselors who planned to work with children in an elementary school. She also met with them after they had worked with the children for three weeks. This time was devoted to a sharing of experiences and self-evaluations.

Evaluation Procedures

Teacher Questionnaire

A two-part questionnaire was devised by the writer to measure teachers' attitudes toward (1) the guidance department and (2) the peer counseling concept and program. The questionnaire was given to 102 faculty members at the first staff meeting in September, 1972. It was administered again in March, 1973. (See Appendix C).

Student Questionnaires

A three-part questionnaire was devised by the writer to (1) measure peer counselor trainees' attitudes toward various types of school personnel as well as their awareness of the peer counseling concept; and to (2) determine those characteristics which the trainees felt were important for a peer counselor to possess. This questionnaire was administered

at the first class meeting in September, 1972, and it was readministered at the last class meeting of the first semester, January, 1973. (See Appendix C).

A questionnaire devised by a counselor intern was administered to 11th graders in randomly selected U. S. History classes immediately following the interpretation of the OVIS. One of the purposes of the questionnaire was to determine the effectiveness of the presentation which involved peer counselors.

Other Evaluation Techniques

Peer counselor trainees were asked to respond in September, 1972, to the questions: (1) What Do you Expect from Peer Counseling? and (2) What Do You Expect to Give to Peer Counseling? Although subjective in nature, the questions sought to elicit from the students their concept of peer counseling and their attitudes about helping themselves and others. During the field experience phase, the students were asked to respond to the questions: (1) What Did You Receive from Peer Counseling? and (2) What Did You Contribute to Peer Counseling?

Evaluation sheets. Peer counselors were required to complete evaluation sheets for most activities. Summary evaluation sheets were then compiled for evaluation purposes. Teachers also completed evaluation sheets when they were involved in peer counselor activities.

Self-rating sheets and student logs were used as

"progress" reports by the peer counselors to assess their "field experiences." (See Appendix D).

Personal interviews. A random sampling of 20 Patrick Henry staff members were interviewed by the writer. They were asked to react to the peer counseling program and to the guidance department's sponsorship of the program. Staff members at both the elementary and junior high schools who had supervised the peer counselors were interviewed by the writer. Five Patrick Henry students who had been "counseled" by peer counselors were also interviewed by the writer.

Tape recordings. A counselor-intern who was also a para-professional at Patrick Henry led several group sessions which were taped for later evaluation. The counselor who had been in charge of the group process training sessions made extensive use of the tape recorder. The tapes were used to evaluate progress made by the peer counselors. They were also used by the writer to evaluate in part peer counselors' feelings about the program. Five junior high school girls recorded feelings they had about their group experiences.

These data were gathered within a methodological framework which is outlined on pages 30-31.

Analysis of the Outcomes

The most difficult aspect of the present study was gathering and analyzing data. The purpose of the project as previously stated was to determine the practicability of

initiating peer counseling programs at other high schools in the District. The hypotheses as outlined were to (1) expand the guidance services and (2) involve students in meaningful activities which would result in personal growth. A statistical analysis involving the use of experimental and control groups would not have permitted changes when these were deemed essential. The tutorial program, which was an adjunct to the peer counseling program, may in the broadest sense possible be considered a control group. Only three of the 21 tutors were enrolled in the peer counseling class. The other 18 tutors had no experience in helping students.

From the outset of the program at Patrick Henry, every attempt was made to have an on-going evaluation of the project. This was in part because of the newness and uncertainty of the approach and in part because success of such a comprehensive program might be dependent upon complete flexibility and change in the process. The writer was cognizant of the research needed to substantiate the importance of peer relationships and pressures. It was also necessary to provide evidence on the use of trained students as tutors and student assistants.

This project proposed to go beyond a single area experimental approach. For this reason a varied approach was selected as the means of evaluating the program. Glaser and Backer (1972) termed such an approach "clinical" because it presumes that assessment can be most beneficial if it is

designed to evaluate the whole rather than a specific segment. Such an approach can give a "dynamic" aspect to a program because it permits sudden and immediate change.

In "A Clinical Approach to Program Evaluation," these authors outlined the following questions which the writer thought pertinent to this study.

1. How is the program evaluation to be defined? . . .
Program evaluation is a systematic effort to describe the status of a system and assess the effects of its operations. . . . A program may be defined as any formally organized system of research or service.
2. What are the goals of the program? . . . Unless the data collected for the program evaluation are clearly relevant to future decision-making the assessment may have little or no real impact.
3. Toward what audience will the results of evaluation be directed?
4. What type of evaluation is desired? . . . A clinical approach clearly is more useful for assessing process, which requires attention to the various program components and their interrelations, and the attitudes, behaviors, and interactions of the various persons involved with the project.
. . . A formative evaluation may be performed at any time during the life of the program; it usually is designed to provide data pertinent to the modification of program procedures or goals.
. . . This means that evaluators will have a direct impact on program operation, may need to modify the evaluation research design as they go along.
5. What methods of measurement should be used? . . . if a process evaluation for program staff use is undertaken, subjective measurements may be preferable.
6. What arrangements need to be made to take the measurements? A well-informed program staff with a non-defensive attitude towards assessment can

assist greatly with the design and execution of the evaluation. . . .

7. How should the data be analyzed?
8. How should the results be reported? . . . the results of the program evaluation will have little meaning unless properly interpreted in the perspective of program realities.
9. What steps should be taken to evaluate the evaluation? . . . the evaluator should consider carefully whether the clinical approach to program evaluation offers more potential for gathering useful, meaningful data than alternative traditional methods (Glaser & Backer, 1972, 56, 58, 60).

Four methods suggested by Glaser and Backer were used in the evaluation of the present study. They were (1) subjective measurement methods, (2) consultation, (3) feedback, and (4) participant-observation.

Subjective Measurement Methods

A number of subjective measurements were described under Evaluation Procedures. They were (1) teacher questionnaire, (2) student questionnaires, (3) assignments, (4) evaluation sheets, (5) tape recordings, and (6) personal interviews.

Consultation

A steering committee formulated the overall goals of the pilot project. The San Diego District Guidance Director kept in personal touch with the coordinator. Bi-monthly meetings were held with members of the counseling staff who were most directly involved in the training phase of the program. A guidance group composed of 12 peer counselors

trainees met daily during the first two quarters of the school year for a 20 minute discussion of a particular aspect of the peer counseling program.

Feedback

Feedback was possible through the subjective measurement methods which involved the use of tape recordings and personal interviews. Counselors provided feedback from their counselees who were in the program. Staff members, students, and supervisors were additional sources of feedback.

Participant-Observation

The writer served as the coordinator of the peer counseling program at Patrick Henry High School. Therefore, participant-observation was possible through-out every phase of the program. The various activities and group sessions were observed and recorded along with notions as to stated feelings. Counselors also served as participant-observers. One of the most effective participant-observer was a young man just completing his graduate work in counseling who assisted with clerical work in the counseling office. Because of the nearness of his age to the high school students, he was able to develop "non-Establishment" rapport with the peer counselors. He was involved in a number of their activities and worked with small groups of peer counselors.

Participant-observation served also to assist in separating several students from the program when it became apparent that they were a liability to the development of the project.

CHAPTER III

THE ACTIVITIES OF THE PEER COUNSELING PROGRAM

This chapter will discuss the developmental plans for a peer counseling program at Patrick Henry High School and the activities of the program in terms of the two hypotheses.

Developmental Plans for a Peer Counseling Program

As already indicated, assistance in the form of a grant was sought from the San Diego County Department of Education. A need was established which would qualify the program for pilot project funding. Goals and their performance objectives were set in relationship to the expressed need. The stated need at Patrick Henry High School was the expansion of the guidance services so that they would more effectively serve a student body of approximately 3200 students. The peer counseling project was designed to meet that need through active involvement of trained peer counselors. The writer, who was the program coordinator, was committed to finding activities which would be meaningful for those students who elected to take the peer counseling course.

The Original Plan

The peer counseling project was initiated on the basis that the Counseling Center would be ready in the Fall, 1972. Peer counselors, serving as receptionists and aides, were to have been assigned to the Center through-out the school day.

The professional counselors would have been available to supervise the peer counselors. It was assumed that the peer counselors could have performed the following services: (1) providing general career and college information, (2) demonstrating the use of the College View-deck, (3) orienting new students, (4) screening of questions during the intra-school articulation, and (5) providing general information.

A peer counseling "rap" room was included in the plan for the Counseling Center. Peer counselors who were assigned to the Center would be available to confer with an individual or they could provide group leadership. The professional counselors would serve as consultants when needed.

Plans Were Altered

The original plans had to be temporarily abandoned when the physical facilities were not made available.

Seven counselors had offices along a central hallway. The size and shape of the area did not permit the use of equipment other than chairs lining the walls. The career counselor, career files and materials were located away from the main counseling office. The scholarship counselor, scholarship materials and college catalogs were also located in a different area of the campus.

Expansion of the Guidance Services

The first hypothesis of the study was that guidance services would be expanded through the utilization of trained

students who would be able to provide general information and assist students in a variety of ways.

A number of activities were planned whereby guidance services would be expanded. These activities would not require the use of the hoped-for Counseling Center.

Orientation of New Students

A group of 16 peer counselors planned and implemented an orientation program for all students new to Patrick Henry High School in September, 1972. Approximately 800 students attended during the two days of orientation. Following the general assembly, the new students met in small groups with the peer counselors for a personalized tour of the campus. The majority of new students were served in this way. The orientation program was a first-time activity at Patrick Henry.

In addition peer counselors were available to provide individual and group tours of the campus for approximately 100 additional new students who registered after the orientation program had been completed.

Follow-up Meeting

A follow-up meeting for new students was planned for the second week of school. The group of peer counselors primarily responsible for the Fall orientation program and the counselor involved in this phase of peer counseling were in charge of the follow-up meeting. Approximately 50 invitations were sent to new students. Plans were to repeat

this type of meeting with other new students. Only 15 new students responded to the first invitation and later the approach was abandoned.

Career Information

A limited amount of career information was provided by the peer counselors who had made presentations in 102 guidance classes in September. Approximately 2650 students completed Career Interest Cards for the peer counselors. A list of career interest areas was compiled from information provided on the cards. A series of Career Seminars were then planned in the areas of greatest student interest. Approximately 500 students attended various Career Seminars during the second quarter of the school year.

Four peer counselors under the direction of a para-professional who was completing his counseling internship prepared a video tape on how to interpret the results of the Ohio Vocational Interest Survey (OVIS). This Survey provided information which could be helpful to students in their career planning. Approximately 700 juniors had the opportunity to see the presentation. The remaining 400 juniors heard oral presentations by the para-professional because of technical difficulties with the television equipment on the second day of presentations.

New Student Reception

During the regular school year, four peer counselors served as office monitors for two counselors who were involved

in the peer counseling program. If new students enrolled during the time the peer counselors were in the offices, they made the initial contact with new students. While the new students' programs were being completed, the peer counselors took them on a personalized tour of the campus.

Articulation Activities

Ten peer counselors assisted members of the counseling staff when they visited the ninth grades during the articulation time. The peer counselors talked with students who were undecided about their programs, and who had questions to ask about Patrick Henry High School. They checked the completed program and assisted the ninth graders in filling in the proper course numbers. Approximately 700 incoming 10th graders for the Fall of 1973 had been assisted by the peer counselors.

English Class Visitations

Eleven peer counselors who had minimal training in group techniques served as facilitators for small groups of 10th grade English students. One purpose of the project was to provide information about counseling services available to 10th graders.

Three of the major projects just described involving the expansion of the guidance services were first-time activities at Patrick Henry High School: (1) the orientation of new students; (2) follow-up meeting with new students; and (3) visitation to 10th grade English classes. Peer counselors

had assisted in the junior high school articulation program the preceding year. Peer counselors were not involved in the other two repeated activities: (1) acquiring career information through the use of the Career Interest Cards, and (2) the interpretation of the OVIS.

Peer Counselor Involvement

The second hypothesis of the study was that trainees who become involved in and committed to the peer counseling concept would find school more meaningful and would experience personal growth. Thus they would develop positive attitudes toward themselves and others.

Tutoring

A tutorial program was planned as one of the major ways of involving students in meaningful, helping relationships. Three students who had elected to take the peer counseling class expressed a desire to tutor. In addition, 18 students signed up to become tutors but not peer counselors. This program became an important adjunct to the peer counseling program. An open-ended questionnaire was administered to the tutors by the counselor in charge of the tutoring program. The results of this questionnaire will be discussed in Chapter IV.

Awareness Assignments

An Awareness assignment was given as an additional thrust to create sensitivity to others. Part one of the

assignment was to relay some feeling, either verbally or non-verbally, to another person. The student was then to record what message he felt was received. The second part of the activity was to be the receiver and the message received was to be recorded. Part three was to observe a sender and a receiver. The observer was to interpret and record the message sent and the message received.

A Second Awareness assignment required the trainees to interview three students on campus. The assignment was unstructured except for offering several guide questions such as What do you like about Patrick Henry? How do you feel about the peer counseling program? The trainees were to record their own as well as the reactions of other students. A 40 minute time limit was set for the activity. At the end of that time, the trainees met for a 40 minute group discussion about their experiences and reactions.

Off Campus Activities

Some peer counselors were reluctant to become involved with students on their own campus, but were anxious to serve as group facilitators at junior high schools and to work as cross-age counselors with elementary school children.

Junior high school involvement. Reference was made in Chapter II to a mini-junior high school project tried as a pilot study during the second quarter training period. The four peer counselors selected for this project traveled at their own expense approximately 11 miles round trip once

a week for six weeks. As a result of the pilot project, a second team of peer counselors was permitted to work in this junior high school during the third quarter. The primary objective of the group sessions was to attempt to effect positive attitudes toward self and school.

Elementary school involvement. Letters describing the peer counseling program were sent to five elementary schools in the Patrick Henry School district. The services of the peer counselors to assist teachers with one or more students were offered as part of the field experience phase. The only response to this written invitation was from the principal of an elementary school which was participating in the Glasser program, Schools Without Failure. The coordinator met with eight teachers in this school and explained the program in detail. The teachers expressed an eagerness to become involved in such a program. As a result, 16 peer counselors were assigned to work on an individual or group basis with children in grades kindergarten through fifth.

The peer counselors were required to keep A Field Experience Self-Rating Scale and a Field Experience Log. They met every three weeks with the coordinator of the program or with the child development teacher to discuss, critique, and evaluate their experiences.

Public Appearances

Peer counselors made several presentations of the services they were performing. These included an appearance

before the counseling staff of a feeder junior high school. The Administration had expressed concern in allowing high school students of the area to "counsel" at the junior high school. This concern was also shared by several members of the counseling staff. Two peer counselors were later selected to work with a counselor-in-training on an experimental basis at this junior high school.

The peer counselors also spoke before the members of the Patrick Henry PTA Board. The Board members had voiced a concern to the principal about the capability of students "counseling" students.

Five peer counselors assisted four professional counselors from Patrick Henry in making a presentation entitled "Expand a Hand Through Peer Counseling--An Ecological Approach for the Seventies." This was a presentation made at the 1973 American Personnel and Guidance Association (APGA) convention in San Diego, California (February 10, 1973).

Two peer counselors along with the program coordinator discussed the program with the counseling staff of another high school in the District.

Individual Counseling

Four peer counselors did considerable individual counseling with six Patrick Henry students. Teachers granted permission for students to be excused to receive this counseling help.

CHAPTER IV

THE EVALUATION OF THE PEER COUNSELING PROGRAM

This chapter will discuss the rationale for the evaluation methods used and findings that contributed to a testing of the two hypotheses. It will also briefly discuss the findings with regard to the writer's concern about the acceptance of the program by staff and students.

Rationale for the Evaluation

The purpose of the pilot project in peer counseling at Patrick Henry High School, San Diego, California, was, as previously stated, to determine the feasibility of such a program for other high schools in the District. This fact together with the comprehensiveness of the program and the need for quarterly progress reports, required some form of continuous evaluation.

The writer, as the program coordinator, considered a "clinical" approach as the most desirable means of evaluation (pp. 29-31). Within this framework the following methods were used: (1) subjective measurement methods, (2) consultation, (3) feedback, and (4) participant-observation. The rationale for this kind of an evaluation is that:

1. It provided a variety of different types of input from numerous sources, such as administration, counselors, parents, students, and teachers.

2. It allowed the recipients a share in the evaluation, the goal setting and decision-making processes.
3. It gave the recipients a continuous view of the progress of the program.
4. It allowed for more effective decision-making as to whether the program should be continued.

Evaluation of Guidance Expansion Services

The first hypothesis proposed that guidance services would be expanded as a result of having trained peer counselors. The following discussion involves the activities which apply to this hypothesis.

Subjective Measurement Methods

Evaluation of new students and follow-up of new students activities. Each of the 16 peer counselors who had helped plan and implement the orientation program for new students in September, 1972, was asked to complete an individual evaluation of the program.

The follow-up or "getting to know" meeting for new students was an activity in which the entire class took part. The evaluation of this activity was done in small groups.

An evaluation sheet was devised for the individual and for the group evaluations completed by the peer counselors. The following information was requested: (1) name of the activity, (2) problems encountered in the activity, (3) recommendations for future use, (4) changes or modification if the activity were to be repeated, and (5) value of the

activity. Students were assured of total anonymity when completing the evaluation sheets. They were encouraged to be honest and free in their comments and criticism.

Both the earlier individual and the later group evaluations were strikingly similar. They indicated the following: (1) the activities should be repeated but with modifications in terms of three limitations noted below; (2) the activities were good ways to get acquainted with new students; and (3) it was a way of giving general school information to new students. The limitations indicated that: (1) there was insufficient planning; (2) new students were not adequately involved, and (3) small group "rap" sessions with new students would have been more effective than the general assembly.

Most significant perhaps is the first limitation, insufficient planning. This could have indicated that the first individual evaluations of the September orientation, which noted insufficient planning, was not utilized in planning for the follow-up meeting two weeks later. Hence a repetition of the noted limitations. A second assumption might have been that peer counselors needed additional training before assuming leadership roles.

It was estimated that a total of approximately 800 to 900 new students had been reached through the orientation meetings and the individual work done by peer counselors prior to the opening of school in September. The professional

counselors were not available for these types of activities during this period.

Evaluation of guidance class presentations. Peer counselors used the same evaluation sheets in evaluating their visits to the guidance classes where all students were asked to complete the Career Information Cards. The 20 peer counselors who had volunteered for this activity gave varied responses: (1) the teacher and students really were most cooperative, (2) students were eager to ask questions, mostly about the peer counseling program, (3) teachers were not helpful, (4) students were unaware of why we were there, and (5) students would not listen. Three indicated it was a frightening experience. All 20 peer counselors indicated that it was a good experience to determine peer acceptance of them. Four indicated that more assistance by the teachers should be provided.

A short questionnaire was given to each of the 102 guidance teachers. Of the 58 respondents, 57 indicated they viewed the peer counselors' visits to the guidance classes as an effective method of expanding the guidance services. In response to the question whether the students in the guidance classes were cooperative and willing to listen, 54 indicated that they were. One teacher noted on the questionnaire that: "The kids listened which is better than what they do when I talk." A second teacher wrote: "We need more of this kind of student involvement." One teacher felt that

the peer counselors lacked enthusiasm.

The writer had requested that each peer counselor involved in the guidance class activity was to sign his evaluation sheet. The name of the peer counselor or counselors, if they paired off, appeared on the guidance teacher's questionnaire. There was a direct relationship between the comments made by the peer counselors and those made by the guidance teachers. The teachers who had taken time to write individual comments of a positive nature were the recipients of positive and enthusiastic comments by the peer counselors. The teacher who noted that the peer counselors lacked enthusiasm was described by the peer counselors to be unaware that they were coming.

As a result of the peer counselor involvement, approximately 2560 or 80 per cent of the Career Information Cards were completed. The previous year guidance teachers had been asked to have students complete the cards. Under this plan 1400 or 50 per cent of the students completed the cards.

Evaluation of the OVIS project. The interpretation of the Ohio Vocational Interest Survey was to have been presented to all juniors in their U. S. history classes via instructional television (ITV). Because of the type of scheduling at Patrick Henry, two days were needed for the presentations. Technical difficulties with the ITV on the second day necessitated that the para-professional make individual presentations. No provisions had been made to

use the peer counselors in the event such a situation should arise.

Immediately following the presentations, a questionnaire designed by the para-professional was given to students in randomly selected history classes. Of the 104 students who returned their questionnaires following the ITV presentations, 20 indicated they could not hear or see the presentations. They answered only question one. The results of the questionnaire for the remaining 84 and the 72 who heard the oral presentations appear in Table 1 on page 47. The results appear to indicate the oral presentations were somewhat better received than the ITV presentations which involved the peer counselors (86 per cent vs 68 per cent on question 2, 77 per cent vs 65 per cent on question 4).

Staff questionnaire. A questionnaire was administered to the staff prior to the opening of school in September and readministered in March. The results of the questionnaire shown in Table 2 on page 49 appear to indicate that a greater percentage of the staff was more aware of the peer counseling program after it had been in operation for six months (96 per cent vs 78 per cent). The results also seem to indicate that a degree of uncertainty (16 per cent) existed as to whether peer counselors should be involved in the guidance program after the program had been in operation for six months.

The activities of the peer counseling program over a

six month period had not affected adversely the already

Table 1

Student Evaluation of the
Ohio Vocational Interest Survey Presentation

Survey Items	Student Responses					
	Percentage of Responses					
	ITV Presentation (N=84)		Oral Presentation (N=72)		No Responses	
Yes	No	No Response	Yes	No	No Response	
Were you able to follow along with your own Survey?	88	6	6	84	5	11
Do you feel the presentation helped you in understanding your OVIS results?	68	16.5	15.5	86	12	2
Do you feel the OVIS will help you in making career plans?	33	39	28	51	23	26
Do you feel the presentation you just saw/heard was worthwhile?	65	19.5	15.5	77	9	14

positive attitudes of the staff. On the other hand, it had not changed the indifferent or negative attitudes of 15 per cent.

A Peer Counseling Evaluation sheet for staff was given to 37 staff members who had in some way been involved with peer counselors. The involvement may have been in small group discussions, guidance class presentations, English class visits, or the OVIS interpretations. Two administrators, six counselors, the librarian, and 14 teachers returned the evaluation sheets. In response to the question "Do you see the peer counseling program as being a positive way of expanding the guidance services to faculty and students?" only 23 of the 37 responded but all of these responses were "yes." Personal comments by three of the staff members were to the effect that it was one of the best methods of involving students in activities which were designed to help students.

Consultation

Members of the Patrick Henry counseling staff, the District Career Counselor, English teachers, and students were involved on a consulting relationship with the guidance expansion program.

Student involvement. Students who elected to go into the career, college, or general information areas were instrumental in the decision to abandon these group performing tasks until suitable physical facilities were provided.

The idea of a peer counseling paper to publish the

Table 2

Staff Evaluation of Peer Counseling

Survey Items	Staff Responses				
	Percentage of Responses				
	September, 1972 (N=84)		March, 1973 (N=88)		
	Yes	No	Undecided	Yes	No
Heard about the peer counseling program	78	21	1	96	1
Peer counseling is a positive guidance effort	76	2	22	79	1
Students should become actively involved in the guidance program	94	6		80	4
Peer counseling is a means of expanding guidance services	81	3	16	82	3
Peer counseling is a way for counselors to avoid professional responsibilities	84	13	5	85	10

peer counseling services and to disseminate information came from a small group discussion. Approximately 2000 students received information about the guidance activities, such as testing information, career programs, etc. by means of the peer counseling paper.

A small group of students who had been nominally involved with the orientation program, and who had been openly hostile at the beginning of the year were responsible for initiating the English class visitations. These students had anticipated becoming "drug counselors" and rejected the guidelines set down by the coordinator. The proposed course content was not accepted as being relevant for them. Some means had to be found to make the group feel a part of the larger peer counseling class.

Under the leadership of a counselor, this group and five other peer counselor trainees formed a consultation team. A plan was devised whereby they would write up a proposal and have it presented to the 10th grade English teachers. In helping the 10th graders meet a course requirement, they would also help the counselors by explaining what services were available in the counseling office.

This project might have been successful, but was not. Not all teachers had prepared the students for the peer counselors' visits. Timing was also a factor in discontinuing the project. Students who had not completed the necessary number of objectives for a grade expressed concern that

the peer counselors' visits were interfering with their work. The visitations were cancelled two weeks prior to the end of the first semester. However, peer counselors had the opportunity to work on a one-time basis with approximately 300 10th graders. Three counselors indicated that an increased number of 10th graders had "dropped" in to see them during the period of time the peer counselors were visiting the English classes.

In spite of the short life of the project, this activity resulted in a more cooperative attitude on the part of the former hostile peer counselors.

Staff involvement. The 10th grade English teachers assisted in setting up objectives for the peer counselors' visits. The counselor in charge of the visitation project also consulted with them about discontinuing the visits because they felt the peer counselors were impeding the 10th graders from completing their semester requirements.

At the conclusion of the project, the English teachers were asked to comment on the use of peer counselors to lead small group discussions. Two teachers who had previously expressed approval of the peer counseling program were enthusiastic in their comments about the peer counselors who had been in their classes. They recommended a continuation of this kind of a project. Four other English teachers did not feel peer counselors were ready for this kind of involvement.

The Career Counselor and the TV production coordinator worked very closely with the para-professional in planning for the Ohio Vocational Interest Survey presentation. The Career Counselor also served as a consultant to four peer counselors who were compiling an information book for future use.

The writer viewed the consultation method with both student and staff to be an effective means of discovering new ways to expand the guidance services. It served also to cause various planned phases of the program to be abandoned rather than being carried through to probable failure.

Participant Observation

The writer was a participant-observer for the orientation program, the follow-up of new students, the English class visitations, and the interpretation of the Ohio Vocational Interest Survey.

Orientation program. During the September orientation program, the writer was able to observe the program in the amphitheater and the small group campus tours. Student reactions were pleasant. A random selection of new students were asked how they felt about the orientation program. In general, they were impressed with the willingness of students to return to school early in order to "help us out." Several stated they felt the small group tours were of the most value.

Follow-up of new students. Approximately 50 ethnic transfer students (all black in this situation) were invited

to a "getting to know" meeting the second week of school. Special invitations were sent to those students, but only 15 responded to the invitation. The peer counselors who assumed leadership roles for this activity appeared to be uncertain as to what they were expected to do. Considerable agitation was apparent when emotions were aroused over the feelings of non-acceptance by black students. The counselor in charge found it necessary to intervene and assume the leadership. Student evaluations of the activity bore out the impression of the writer, that more structure and planning were needed for such activities. It also pointed up the need for intensive training in group leadership roles.

The final outcome of the follow-up meeting was the appointment of a committee to plan a dance, the Sock Hop. This was an effort to present an activity which would bring the black and the white students together. The dance was attended by approximately 50 students, 20 of whom were peer counselors.

ITV presentation of the OVIS. The writer visited one of the instructional television presentations of the OVIS. In this room approximately 60 students were scattered in small groups, many of them with their backs to the television screen. No attempt was made by the teachers of the class to create a quiet classroom atmosphere. Students were talking throughout the presentation. Poor reception was due to the necessity for providing adequate lighting for students to see their

individual Surveys. These factors together with the possible indifference toward television and the lack of personal contact or involvement may have accounted for the disinterest of most of the class toward the video presentation. In the judgment of the observer, the effect of peer counselor involvement in the presentation could not be assessed.

Ninth grade articulation. Two peer counselors had assisted the writer with her phase of the articulation program at the ninth grade. They answered individual questions, assisted the students in making out their high school programs, and in completing the course selection sheets for 70 students. Peer counselors working with other counselors helped approximately 600 additional ninth graders with their programs.

Evaluation of Peer Counselor Involvement

The second hypothesis of the study was related to more personal aspects involving peer counselors, that of individual growth, meaningful experiences, and positive attitudes.

Subjective Measurement Methods

Student questionnaires. A student questionnaire was designed by the writer, but not standardized, to measure trainees' attitudes toward school personnel and the peer counseling concept; and to determine those characteristics which peer counselors felt important for them to possess.

This questionnaire was administered during the first class meeting in September. It was readministered in February, 1973. Tables 3, 4, and 5 show the results of the questionnaire. Because of the small number of students, these results were interpreted as not being statistically significant, but were of interest to the writer.

The results in Table 3 on page 56 indicate that more peer counselors rated "counselors' concern about student needs" as excellent after they had been involved in the training program. This may have been due in part to counselor involvement in the peer counseling program and to more personal association with several of the counselors.

On the other hand, fewer peer counselors rated "teachers concern about student needs" as excellent in February. The trend was toward the "fair" rating (22 per cent vs 45 per cent). The ratings on "feelings about school" showed a similar trend. One might conclude that teachers influence students' attitudes toward school more than do counselors or administrators.

Fewer trainees considered the peer counseling approach to helping students as "excellent" in February (Table 4, p. 58). This may have been the result of the frequent frustration expressed by the peer counselors because they had no room of their own where students could come for help. At the same time, a greater percentage indicated their feelings about helping people were excellent.

Table 3

Peer Counseling Questionnaire
Attitudes Toward School and Staff

Survey Items	Student Responses					Percentage of Responses				
	September, 1972			February, 1973		(N=40)			February, 1973	
	Poor	Fair	Good	Excellent	Poor	Fair	Good	Excellent	(N=40)	Excellent
Attitude toward the guidance department	4	42	36	18	2	2	40	43	15	56
Feelings about school	4	18	56	22	6	30	49	15	"	"
Teachers' concern about student needs	2	22	58	18	2	46	45	7	"	"
Administration's concern about student needs	4	33	47	16	5	33	46	16	"	"
Counselors' concern about student needs	9	53	38	13	13	40	47	56	"	"

The writer viewed this as being somewhat of a positive change which might have been the result of the training program where emphasis was given to the need for a commitment to "helping others." It may also reflect an increase in self confidence on the part of some peer counselors. More peer counselors rated their chances of "being an effective peer counselor" as good in February than in September.

At the same time, peer counselors' attitudes about the peer counseling program and the acceptance of the program by peers and teachers changed. Most trainees in September indicated their attitudes about the peer counseling program was excellent (60 per cent). A minority of the peer counselors (35 per cent) indicated such an attitude in February. Their attitudes toward the peer counseling approach to helping students and toward peer and teacher acceptance appeared to be somewhat more negative in February.

This change of attitude about the peer counseling program and the approach to helping others may reflect a more "realistic" approach to the peer counseling program. The September questionnaire had been administered before the trainees had discussed goals and guidelines around which the program would operate. A small group of trainees did not accept the guidelines because "drug counseling" was not included as part of the program.

Others factors which may have influenced the results

Table 4

Peer Counseling Questionnaire
Attitude Toward Peer Counseling

Survey Items	Student Responses						Percentage of Responses
	September, 1972			February, 1973			
Poor	Fair	Good	Excellent	Poor	Good	Excellent	
Attitude about the peer counseling program	3	4	33	60	5	17	43
Peer counseling approach to helping students	7	29	64	6	18	38	38
Personal feelings about helping people	40	36	24	5	38	57	57
Feelings about peer acceptance of peer counseling	33	45	22	8	31	56	5
Feelings about teacher acceptance of peer counseling	15	54	31	2	15	63	20
Assessment of being an effective peer counselor	17	54	29	3	6	66	25

were: (1) the February questionnaire was administered after the semester grading period. Some trainees did not receive the "easy credit" that was openly anticipated; (2) the final word about not having the Counseling Center had been received just prior to the administration of the second questionnaire. This meant no "rap" room would be available for peer counselor use during the second semester; (3) uncertainty existed as to the future activities; and (4) several of the peer counselors had "negative" feelings about their English class visits and were concerned as to how they would be accepted by their peers.

Peer counselors were asked in the questionnaire to check those characteristics they considered important for a peer counselor to possess. The results are shown in Table 5 on page 60. These were of particular interest to the writer and were interpreted to be somewhat of an indication of the effectiveness of the peer counseling training program. Those characteristics which more peer counselors checked as important in February had been emphasized in a variety of ways during the five months of training. They were: (1) "love for others," (2) "love for self," (3) "ability to listen," and (4) "willingness to express concerns/values to others."

Three characteristics which were checked as less important in February had been discussed and role-played as possible hindrances in establishing helping relationships.

Table 5

Characteristics Peer Counselors Considered Important

Survey Items	Student Responses		
	September, 1972 (N=45)	February, 1973 (N=40)	Percentage of Responses
Love for others	87	98	
Love for self	38	65	
Sympathy for others	58	45	
Ability to express own feelings	76	62	
Ability to listen	96	100	
Ability to give suggestions and advice	78	58	
Ability to agree with helpee	69	55	
Ability to disagree agreeably with helpee	73	63	
Sensitivity to others	93	88	
Willingness to express concerns/values to others	73	83	

Those characteristics were: (1) "sympathy for others," (2) "ability to give suggestions and advice," and (3) "ability to agree with helpee."

The three remaining characteristics checked by fewer peer counselors as important in February had been emphasized as "positive" and desirable traits. They were: (1) "ability to express own feelings," (2) "ability to disagree agreeably with helpee," and (3) "sensitivity to others." The attitude changes were not necessarily inconsistent with other attitude changes previously noted. Two group activities may have contributed to the attitude changes regarding the above characteristics.

The first activity was a District sponsored human relation series held in December, 1973. Fifteen peer counselors were randomly selected to take part in the program. The other participants included administrators, parents, staff, and other students (mostly Black, in this case) who had volunteered to participate. The group met every other day for two weeks. The writer, as a participant, observed the peer counselors who took part in the program. During the first three meetings, they attempted to clarify issues, rephrase statements, accept feelings, and in general tried to practice the group techniques they had learned in the peer counseling training program. It became apparent that they were not prepared for the responses of their peers. Increasingly they assumed the roles of observers.

The sixth and final meeting of the series was one in which emotions dominated. Personal interviews with peer counselors following the meeting supported the writer's observations that the peer counselors were not willing to "further expose their feelings" or to "provoke further feelings of hostility" after the third meeting. Those interviewed did not believe they could express their own feelings without being labeled "prejudiced" or that they could disagree without having someone "scream" at them.

A second group activity which might have contributed to the change of some peer counselors' attitudes toward "expressing their own feelings" and "disagreeing agreeably with others" was that of group facilitation. Nine peer counselor trainees elected to go through the group facilitation process after the human relations series had ended. The composition of the group was such that an atmosphere of trust and of openness was not established.

A video tape was made of the last group session. The procedure for the final meeting was left open. Three group members became involved in emotional exchanges of words when the subject of the Black Awareness Assembly was discussed. Communication came to a standstill. This situation was apparent to the entire class when the video tape was shown as a learning experience.

The two described group activities may have had the following influences upon peer counselors: (1) an increased

reluctance by some peer counselors to express their true feelings, possibly for fear of being rejected or appearing to reject another; and (2) possible uncertainty as to what their roles were within a group where a climate of trust was not established. If the two assumptions were correct, it could account for the reason why fewer peer counselors checked "ability to express own feelings" and "ability to disagree agreeably with helpee" as important characteristics on the February questionnaire. It also could be inferred that it was a "positive" transference of skills, techniques, and regard for others which had been acquired in the peer counseling class.

Tutoring questionnaire. Tutoring, as previously stated, was an adjunct to the peer counseling program. An open-ended questionnaire was administered to the 21 tutors in January, 1973, three months after the program had started. All 21 tutors expressed an overwhelming desire to continue in the program, but with some kind of training. The writer considered this significant in view of the fact that the following limitations were noted by the students in responding to the questionnaire: (1) the students to be helped often failed to appear for scheduled meetings, (2) the student would keep the first appointment but would not return as promised, (3) the tutor was at a loss to know how to go about tutoring, and (4) training was needed in how to establish rapport with others. The most successful tutor,

as reported by the counselor in charge of tutoring, was a member of the peer counseling class.

Pre and post health information questionnaire. It was obvious to the writer during the second class meeting that a great deal of misconception and misinformation existed regarding the role of the nurse. Prior to the nurse's visit to the class, a pre-test was administered. Ten true/false items dealt with pregnancies, obligations of the nurse, policy regarding drugs, and confidentiality. The average number of right answers on the first administration was five out of 10. The average number of right answers on the post-test administered after the nurse's visit was eight out of 10. It appeared that peer counselors had increased their awareness of the professional responsibility of the nurse regarding areas of peer counselor concern. This was particularly observed by the writer during several small group evaluation sessions and when peer counselors were questioned by adults at several public appearances made on behalf of the program.

Written assignments. As previously stated, at the first class meeting, the trainees were asked to answer two questions "What Do I Expect from Peer Counseling?" and "What Do I Expect to Give to Peer Counseling?" Because there was no arbitrary insistence upon answering, only 22 of the 45 students who were then enrolled in the class completed the assignment. The majority of students completing the assignment emphasized what they expected to receive from the class.

The following five quotations represent some of the students' responses to the assigned questions:

This class should not only help me help others, but to help me find out about myself. When I find myself I will be able to help other people better.

The one and only thing I want to get out of this class is the satisfaction of knowing I helped someone.

Until we can get counselors on the "good side" of students, students will become deeper confused, deeper frustrated, and their problems will only worsen.

I want to learn methods of counseling, how to handle different situations, and how to handle myself on either a one-to-one basis, or in a group.

I think that Peer Counseling is made up of a bunch of kids who are really concerned and I'm proud to be a part of that group.

Seven months later the students were asked to respond to the questions "What Did You Receive from Peer Counseling?" and "What Did You Contribute to Peer Counseling?" The 25 who completed the assignment, for the most part, responded in terms of what they had received from peer counseling. The first two responses below were written by two academically-gifted students. The other two responses were samples taken from the papers of academically-average students.

I have actually learned to listen to others better. Before I didn't always give them a chance to say something. Maybe it is because I've given more of myself to the person, and therefore, I hear more of what he is saying.

> I learned what a brat I was. When I didn't agree or when people didn't see things my way, I wasn't very nice to them. That's the most important thing I got out of peer counseling.

I think the most important thing I received from peer counseling is the willingness to look at myself and understand reasons why I sometimes respond as I do. I'm not as critical of adults. Talking with counselors, and administrators has helped.

The class helped to answer my needs. Because it helped to fulfill my desire to reach and understand other students which has led to more meaningful relationships.

In the judgment of the writer, the second assignment appeared to elicit more awareness and introspection than was apparent in the first assignment.

Self-Rating Scale. Each peer counselor involved in the field experiences was asked to keep a Self-Rating Scale. The Scale, prepared by the writer, contained a list of 20 positive statements to be checked on a five point scale from "very successful" to "not successful at all." After each field experience, the peer counselors were to rate themselves as being able to "be helpful," "be sensitive to the feelings of others," be open," "give feedback to others," etc.

Because the Self-Rating Scale was to help the peer counselor in evaluating his effectiveness and growth, it was not required to be submitted for grading. Peer counselors shared their evaluations with one another during the small group critique sessions. If a rating of "not successful at all" or "not very successful" was given to a statement, the group offered suggestions as to ways improvement could be made. Conversely, if the rating was "quite successful" or "very successful" the individual was asked to explain to the

group why he felt this was so.

Peer counselors indicated that the Self-Rating Scale helped them to evaluate their own attitudes and feelings. They expressed the feeling that they were more conscious of working toward being able to check all 20 statements on the Scale as "very successful."

Student logs. Each peer counselor who was working in an elementary grade was required to keep a student log. An account of various experiences and reactions to those experiences was recorded by the peer counselors. The peer counselors in general stated that working with children was one of the most rewarding experiences of the peer counseling program.

Feedback

Staff feedback. Much of the staff's comments centered around how they perceived the peer counseling program to be effecting the peer counselors themselves. A guidance teacher who had known a peer counselor for two years wrote:

I was amazed that Michele was a peer counselor. She came across to the members of my guidance class as a sincere person, enthusiastic as to what was happening to her. I'm for the program just because of that! You could not have sent a person into the class who would have done as well as she did because of her past school attendance record.

Michele became one of the most enthusiastic peer counselors working with the children at the elementary level. Her attendance during the field experience phase of the program was excellent. Because she was frequently truant from her

classes, except peer counseling, she was given a three day suspension from school. However, she reported for her elementary school assignment on her first day of suspension.

A second guidance teacher wrote of the two peer counselors he had in his class: ". . . It is the one class they wouldn't think of cutting. They are eager for the green days to come. They tell me it makes the rest of the day worthwhile."

A junior high school girl's vice principal who had arranged for and supervised the group facilitation project at her school provided feedback about the project. The following notes were recorded about the junior high school experiment:

The first group of eight girls who had volunteered to form a group had the following in common: (1) they were of Mexican-American descent, (2) they were all seventh graders, and (3) each of them was having either a period or a full day truancy problem.

The peer counseling program was explained to them, and they were given a brief description of the peer counselors, a boy and a girl, who would be visiting.

The peer counselors were briefed on how many Mexican-American children felt about home and school, and told about some of the characteristics of seventh grade girls.

A summary of the supervisor's observations was: (1) the girls appeared eager to attend the group meetings, (2) if no definite time had been set for the next meeting, the girls would seek her out to inquire when the peer counselors would return, (3) attendance of several of the girls improved during the group sessions, (4) a home economics teacher who was not aware of the group meetings stated that the attitude of the girls had improved over a two week period, (5) a parent had called to let the vice principal know that

the attitude of her daughter seemed to be "more positive," (6) after the meetings had been terminated, the girls frequently came to her to request more group sessions, and (7) the five girls interviewed indicated they "were happy" with what had taken place in the group. They noted especially that someone was willing to listen to them and hear their "gripes."

The following notes were recorded for another group which had met at the same junior high school.

The eight girls selected for the group were randomly chosen by the vice principal from among the ninth grade honor students. A Black student, an Oriental student, and six Caucasian students comprised the group.

The purpose of the peer counselors' visit was explained to the girls. The peer counselors were told only that the girls were volunteer ninth graders.

A minimal amount of assistance had to be given to the peer counselors (this was their first assignment) at the first meeting. Of subsequent meetings the following observations were made: (1) the peer counselors came prepared to be the facilitators. No indication of nervousness was apparent. (2) the sophistication and maturity of the ninth graders permitted stimulating and meaningful interaction among the group members. (3) one peer counselor was very adept in rephrasing statements. This resulted in frequent in-depth discussions relating to attitudes about parents and adults in general. The peer counselors were in the unique position of defending the adult's value system. Conversely, the ninth graders were in a position of agreeing with the peer counselors. In the judgment of the supervisor this position could not have been reached had an adult been the facilitator, and (4) the meetings offered the ninth graders an opportunity to explore their own value systems in an atmosphere of trust. At the same time, they were led to examine the values of the adult with those who stood between the world of the ninth grader and the world of the adult.

The writer received feedback from the elementary teachers who had peer counselors assigned to them. Two weeks after the program had started, one teacher who had not wanted to be involved initially requested the services of a

peer counselor. The elementary teachers expressed satisfaction and enthusiasm for the program. A fourth grade teacher told the coordinator: "It's just wonderful to see how the kids are responding to Bill. He's just what they needed."

Group feedback. This was perhaps the most effective feedback. It served to provide the following kinds of information: (1) attitudes toward the peer counseling program, (2) feelings about the kinds of activities, learning techniques, speakers, etc., and (3) personal attitudes about self and others.

Group feedback was obtained through the leadership of the instructors involved in the training program, the counseling intern, and through the use of instructional television and tape recordings.

A series of tape recordings were made for each group of trainees going through the group process. Most group members had been strangers to one another at the beginning of the group process sessions. The tapes provided evidence of individual peer counselor's growth in being able to accept himself as a worthy person and accepting others as being unique and worthy persons. The following responses made by peer counselors were recorded at the last meeting of one group in response to the instructor's question:

Barbara is a sincere individual who can really make you want to open up. She makes me feel that someone is listening to me.

Brad has overcome his own shyness and can assist another in overcoming his shyness.

Kathy gets quiet people involved by asking questions they would feel comfortable answering. She tries to help others express what they are saying to make it clear to the whole group.

The three peer counselors about whom the above comments were made provided leadership as group facilitators for the junior high school project.

Parent feedback. The mother of a very committed peer counselor wrote: "He has more self awareness and an awareness of others. He has become more confident and is showing growth and leadership potential." Another parent wrote: "Nancy has demonstrated feelings of accomplishment regarding her ability to help others." The foster mother of a black student stated: "He is more aware of the responsibility which everyone of the administrators at the school feels."

Participant-Observation

The writer was able to observe the peer counselors in numerous situations. The gathering of data in this manner was one of the most valuable ways of determining if the peer counselors were internalizing and applying what had been taught in the peer counseling class. Tone of voice and facial expressions were frequent cues as to how the peer counselors felt about what was taking place.

Instructional television playback reaction. The final

group meeting for the first peer counselors to go through the group process was video taped for later presentation to the class. During the playback in class, the writer observed Steve reading his Bible. When the instructor asked for reactions to what was seen, Steve remarked that he could see no reason to go through such a "ridiculous" exercise. This was not, in his views, the purpose of the peer counseling class.

The reaction and interaction which followed was primarily on the emotional level. At one point, a Jewish peer counseling trainee snapped at Steve: "I'll never have respect for you. You can't force your religion onto me!"

A similar emotional response was demonstrated when a video tape was shown of the second group to go through the group process. The filming of the session had taken place shortly after a Black Awareness assembly. Black revolutionary poetry containing a good deal of obscenity had been recited by a group of college students. Many white students left the assembly prior to the end of the presentation. As a result, an atmosphere of hostility prevailed on the campus. The reaction of the community was quickly felt as numerous telephone calls and personal visits were made to the school.

The writer viewed the television program with only the group involved. The most objective group member was Steve who had been the center of controversy after the first video tape playback. The individual and group reactions to

him were positive and a clear demonstration of the total acceptance and obvious respect felt for him as a person.

Small group observations. Periodically, the writer, as the coordinator of the program, would remain in the classroom after attendance had been taken. Her position would be somewhere away from the group, yet within hearing distance. Discussions frequently centered around personal feelings as to what was happening to them as individuals and as group members. They tended to use such phrases as "taking a risk," "building a trust," and "everyone needs stroking."

Comments recorded by the observer indicated that the peer counseling training was having a "positive" effect upon most trainees. Three such comments were:

I don't think we should feel we can be "instant counselors." I'm beginning to find out there is more to helping people than just wanting to. I'm learning I need help first in accepting myself.

I thought I was pretty accepting of myself as a person. But playing the role of someone else, like a parent or a child, has shown that I really haven't accepted myself, and I don't really accept others.

I didn't know how much I didn't listen. I'm beginning to see why my parents and I don't get along. We don't respect each other enough to listen!

Personal interviews. During the third quarter of the school year, a number of personal interviews were conducted with the peer counselors who had elected to go into the orientation group. Those interviewed were aware that the writer would not be issuing them a grade for the quarter. They were also cognizant of the fact that their evaluations

would be an important factor in determining how the program would operate the following year. Their responses to the question "How do you feel about the peer counseling program after five months of involvement?" indicated that perhaps the program was of most value to the peer counselors themselves. The following excerpt was taken from an interview with a peer counselor.

I've been applying what I've learned in peer counseling on my dad. We haven't been very close until recently. The other night when I got home, I stopped by the workshop in the garage to say hi to him. We just talked for awhile. Then he asked if I would like to learn to carve wood. I'm getting to know him as a person. It makes me feel warm and good inside.

The second assumption made as a result of the personal interviews was that the most committed peer counselors demonstrated more "positive" attitudes toward the administration, the counseling staff, teachers, and peers than those who were less committed to the program.

Human relations program. A second District sponsored human relations program was held in April, 1973. Four of the most active peer counselors attended most of the seven meetings. The following observations were made with regard to the peer counselors who attended the human relations meetings:

- (1) they were never involved in loud verbal exchanges, but tended to "soft pedal" the responses of others;
- (2) they often took the role of the facilitator;
- (3) they frequently sought clarification of statements made by other group members;
- (4) they provided feedback to the group;
- (5) they

took issue with peers who expressed strong "anti-administration" sentiments; (6) they offered "positive" suggestions as to how communications on campus could be improved; and (7) they tended to serve as a moderating force in the large group sessions.

Their attendance at the evening meetings indicated a concern about problems which existed at Patrick Henry. The roles assumed by them seem to indicate a greater degree of sensitivity and awareness of others than those assumed by their peers who attended the human relations series.

Public appearances. Reference was made previously to the public appearances of the peer counselors. The following comments were recorded by the observer who was present at the various programs where peer counselors had been asked to speak:

At the junior high school. The presentation was toward services the peer counselors could perform for the junior high school counseling staff. They answered directly and honestly questions concerning confidentiality, drugs, etc. They described their own feelings and how they felt they could help the junior high school students.

This presentation resulted in an invitation for the peer counselors to serve as group facilitators at this particular junior high school.

At the senior high school. The peer counselors and the writer were invited to present the peer counseling program to the counseling staff at another senior high school in the District. The peer counselors offered numerous suggestions on how to organize a peer counseling program, method of selecting students for the program, and how to determine the success of the program. They expressed how they felt the program had changed their own lives in positive ways. This presentation resulted in a follow-up invitation

to the peer counselors for their assistance in planning for a future peer counseling program for this particular senior high school.

At the APGA Convention. Five peer counselors served as panel members along with four members of the Patrick Henry counseling staff for a presentation at the American Personnel and Guidance Convention in San Diego. The peer counselors related their experiences as group facilitators and expressed their feelings about how they viewed the peer counseling program. Following this presentation, numerous persons sought out the peer counselors directly for questioning. The writer received three letters from persons who had heard the peer counselors and who wished to communicate with them. Eight other letters were received requesting information about the program.

Group facilitation at the junior high school. The writer made three visits to observe the peer counselors who assumed the roles of group leaders at one of the junior high schools. Some apprehension was apparent at the beginning of the first meeting. One peer counselor was able to involve the writer as a group member rather than just as an observer. The apprehension diminished.

The peer counselors showed no signs of apprehension during the second and third meetings. The observer took special note of the effective way the peer counselors worked as a team. Both of them were able to take negative statements and rephrase them to get positive restatements from the group members. This observation was discussed with the peer counselors after the meeting. The response from one of the team members was:

I found myself defending the teachers and adults. Not that I couldn't agree with them, but I felt I had a responsibility to help them see someone else's point of view. It really is a strange feeling too!

Acceptance of Peer Counselors and Attitudes Toward the Guidance Department

The writer considered the acceptance of peer counselors by staff members and students to be vital to the success of the pilot project. She was also interested in determining if such an innovative program would result in a more "positive" attitude toward the guidance department. Criticism of the counseling department was referred to in Chapter I.

The data gathered in relation to the two hypotheses was used in ascertaining the acceptance of peer counselors and the effect of such a program on attitudes of teachers and students toward counselors.

Acceptance of Peer Counselors

By the Staff

Staff questionnaire. One section of the questionnaire administered to the staff in September and again in March sought to determine the staff's attitude toward the peer counseling program. The results of the questionnaire appear in Table 6 on page 78. It would appear that peer counseling was accepted by a greater percentage of the staff in March than in September. The staff viewed peer counselors as being less "status oriented" (60 per cent vs 48 per cent), "less immature" (84 per cent vs 74 per cent) and were more "willing to use peer counselors in a limited way" (81 per cent vs 68 per cent).

Table 6

Staff Evaluation of Peer Counseling

Survey Items	Staff Responses				
	Percentage of Responses				
	September, 1972 (N=84)		March, 1973 (N=88)		
	Yes	No	Undecided	Yes	No
Peer counselors will be too status oriented	7	48	45	4	60
Students are too immature to help other students	6	74	20	5	84
I'm opposed to the peer counseling concept	2	85	13	3	90
I would use peer counselors in a limited way	68	20	12	81	5
I would be willing to engage in meaningful dialogue with peer counselors	81	4	15	83	7
					10

Staff evaluation sheets. Provision was made for the staff to express their feelings regarding the peer counseling program on the evaluation sheet which was completed by 23 staff members (see p. 49). The following comments were made by nine respondents:

As far as I know, it is an excellent method of involving young people with the problems of others.

I feel that the program is a much needed one that should be continued here.

It has good potential--it's imperative that good peer counselors are chosen--as most were this year.

I thought it was a good idea and from what little I know of its activities, it seems to be doing well.

I think it is one of the great things that has happened at Patrick Henry.

I feel it is a constructive approach to help with some of the problems we have here, where students can help one another.

It is probably the most valuable thing we are doing for a small group of students.

Excellent experience for those students involved. Unlimited potential in terms of aiding other students providing physical space is provided.

I see this kind of a program growing and expanding to the limits of time allotted and leadership capabilities.

Staff cooperation. Staff members were cooperative in a number of ways. The cooperation of the 10th grade English teachers has been noted in Chapter IV. Teachers released peer counselors from classes for field trips, field experiences, and for individual counseling appointments. At no time did a staff member refuse to release a peer counselor.

Members of the staff frequently reached the coordinator to express their approval of what they had heard about the program. The Hostess Class prepared two luncheons for members of the peer counseling class in recognition of the services the peer counselors were providing.

Acceptance by the Students

Students at Patrick Henry High School were not exposed to peer counselors as much as anticipated. The inadequate physical facilities, as previously noted, caused a change in how peer counselors were utilized. A second factor was the reluctance of the peer counselors themselves to work on their own campus. Although the peer counselors did respond to such activities as guidance class visitations, English class group facilitation, and the quad assignment, they expressed concern as to their acceptance by their peers.

Four peer counselors had been frequently involved in individual conferences with Patrick Henry students. They reported that six "counsellees" sought them out six times or more for assistance. Two students contacted the coordinator three and four times to set up appointments with the peer counselors they had been seeing. The following generalization can be made regarding the individual counseling done by the peer counselors: (1) the peer counselors did not know the individuals seeking assistance; (2) referrals had been made by friends who knew a peer counselor; (3) in all but one case, the same peer counselor was sought after the first

meeting, and (4) peer counselors had seen the students being helped six times or more during a five month period.

Five of the six Patrick Henry students to receive peer counselor assistance were interviewed by the writer. The following information was recorded: (1) two students saw peer counselors to talk over problems relating to their parents; (2) a black student sought help in dealing with a shy, withdrawn student who was misinterpreting his concern; (3) a girl frequently sought out the same peer counselor to help her with "boy friend problems"; and (4) another girl sought assistance in dealing with a girl friend who could not be trusted. The five students indicated they felt the peer counselors were warm, friendly, and concerned people. When asked what kind of help the peer counselors gave, each of the students interviewed stated "someone listened to me."

A black peer counselor who was accepted by both the black and the white students was asked frequently by the Administration to assist in handling potential campus problems.

Attitudes Toward the Guidance Department

The limited amount of data available restricted the writer from making assumptions as to whether a peer counseling program would result in a positive counselor image. While staff members considered the peer counseling program to be a positive effort to expand and improve the guidance

services (Table 2, p. 49), it did not follow that a positive counselor image had been created.

Chapter Summary

This chapter evaluated many of the activities of the peer counseling project through the subjective measurement methods, consultation, feedback, and participant-observation. Rationale for both positive and negative ratings on the questionnaires were discussed. Examples of evaluative statements about the program from students, teachers, parents, and supervisors of peer counseling activities were included. The writer, as a participant-observer evaluated the program. Conclusions will be given in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

Patrick Henry High School, San Diego, California, was inaugurated as a pilot school for the San Diego Unified School District in 1968. Numerous experimental programs have been designed for this so called "school of tomorrow."

The peer counseling program at Patrick Henry High School was initiated as a District-approved pilot project for the school year, 1972-73.

Summary Comments

Statement of the Problem

The purpose of the pilot peer counseling project was to determine the feasibility of implementing such a project in other high schools in the District. The major goals of the project were (1) to expand the guidance services and (2) to find meaningful ways of involving the students. These goals were incorporated into two hypotheses for the purpose of this study.

1. That guidance services would be expanded through the utilization of trained students who would be able to provide general information and to assist their peers in a variety of ways.
2. That trainees who become involved and committed to the peer counseling concept would find school meaningful and would experience personal growth. Thus they would develop positive attitudes toward themselves and others.

The writer, as the peer counseling coordinator, was also interested in determining if peer counselors would be accepted by students and teachers, and also if such an innovative program would result in a more positive counselor image.

Importance of the Study

Counselors have been criticized for their failure to become involved in the total education picture. They have not traditionally viewed their roles as that of change makers within the larger school setting, but rather have generally confined themselves to supportive roles. As increased emphasis is given to human development programs, the counselor is in an unique position to influence change.

As counselors increasingly assume leadership in developing innovative programs designed to serve the entire school population, they may find that peer counseling is such a program. It offers an opportunity for administrators, counselors, students, and teachers to develop programs of student involvement in meaningful school activities. For example, students trained as group facilitators could provide leadership roles for small group discussions within the classroom.

Procedures Used

A curriculum guide prepared by the writer outlined the contents for the course "The Dynamics of Peer Counseling" which was offered in the Fall, 1972. Five professional counselors assisted in the teaching and in the training

of the peer counseling trainees.

During the first semester of the Training Phase, the trainees learned communication skills, acquired group process techniques, and developed human relations sensitivity. The Field Experience Phase was planned for the second semester in which various activities provided the peer counselors with the opportunity to apply the techniques and knowledge acquired in the training period.

Activities of the Peer Counseling Program

Before examination of a summary of the activities of the program, the reader should recall what was earlier listed as the unavoidable limitations of the study (pp.13-14).

Expansion of guidance services. The following activities involving peer counselors made possible the expansion of the guidance services: (1) orientation of new students provided services to approximately 900 students new to Patrick Henry in the Fall, 1972; (2) follow-up of new students offered the opportunity to discuss problems and plan ways of helping the newcomer. Plans were made for a school dance which was attended by approximately 50 students; (3) reception of new students as they registered provided assistance throughout the school year; (4) the career information project resulted in 2650 (80 per cent) students completing career interest cards from which information was used to plan a series of career seminars. Approximately 500 students benefitted from these seminars; (5) facilitators in English

classes provided information about counselors and counseling service to approximately 300 10th graders; (6) Ohio Vocational Interest Survey project provided a step by step interpretation of the Survey to approximately 1100 juniors. As a result of being relieved of the OVIS interpretation, the Career Counselor provided service to approximately 140 students during the two day presentation; and (7) a peer counseling paper written and edited by the peer counselors provided guidance information to approximately 2000 students.

Personal involvement activities. Activities which required more personal involvement and a greater degree of commitment were: (1) junior high school facilitation groups involved eight peer counselors and 32 junior high school students; (2) elementary school counseling allowed 16 cross-age counselors to work with individuals or groups of students in helping relationships; (3) public presentations of the peer counseling program at two district schools afforded peer counselors the opportunities for working with small groups of students at a feeder junior high school and assisting the guidance department of a senior high school in planning for a peer counseling program; and (4) the American Personnel and Guidance Convention presentation resulted in peer counselors who had assisted in the program receiving requests to correspond with interested students in other schools about the peer counseling program.

Evaluation Data

Data for the evaluation of the peer counseling program included (1) subjective measure methods, including questionnaires, written assignments, evaluation sheets, Self-Rating Scale, and student logs; (2) consultation with staff and students; (3) feedback from persons involved in the program, tape recordings, instruction television, and personal interviews; and (4) participant-observation by the writer.

Summary of Evaluation Data

Staff evaluation. Evaluation sheets from 23 staff members who had been involved in some way with peer counselors all indicated they viewed the peer counseling program as a positive way of expanding guidance services. The results of a questionnaire administered to the staff in September and readministered in March indicates the peer counseling program had no adverse effects upon existing positive attitudes of most staff members toward the peer counseling program (Table 2, p. 49).

Written comments and personal interviews with Patrick Henry staff members involved with the peer counselors viewed the program as especially valuable in the personal development of the trainees.

A junior high school vice principal and elementary school teachers who worked with the trainees expressed praise and gratitude for the assistance of the cross-age counselors in their schools. They reported that students who had been

involved with the trainees seemed to demonstrate more "positive" attitudes toward school and to have better feelings about themselves.

Peer counselor evaluations. The results of the Peer Counseling Questionnaire (Tables 3, 4, & 5, pp. 56, 58, & 60) seem to indicate the following: (1) peer counselors' attitudes toward the guidance department and counselors' concern about student needs showed a slight improvement during the Training Phase of the program; (2) personal feelings about helping people and the assessment of being an effective peer counselor shifted from "fair" to "good" and/or "good" to "excellent" during the Training Phase; and (3) more peer counselors checked certain "positive" attitudes, such as "love for others" and "love for self," as being important after they had been through the training program. On the other hand, fewer peer counselors viewed certain attitudes, such as "sympathy for others," and "ability to give advice and suggestions" as being less important.

Other subjective data, such as written assignments, Self-Rating Scale, and student logs indicates that (1) the trainees felt perhaps they had received more from the program than they had given--that it had answered some personal needs; (2) those who were the most committed to the peer counseling concept were the most objective in their self-rating, and the most introspective in their written comments.

Feedback from peer counselors, students, and supervisors together with the observations made by the writer led to an interesting and unexpected conclusion. The activities of the peer counselors in schools other than Patrick Henry provided more meaningful experiences than those on the Patrick Henry campus. This appeared to be the result of a fear of non-acceptance by their campus peers on the part of the peer counselors.

Parent feedback indicates positive acceptance of the program. Written comments from parents of several of the peer counselors stated changes in their son or daughter were most noticeable in (1) greater acceptance of responsibility, (2) willingness to communicate with other family members, (3) awareness and acceptance of administrators' and counselors' efforts to provide meaningful experiences for them, and (4) development of more self awareness and acceptance.

The following observations were made by the writer: (1) the negative and openly hostile feelings demonstrated by certain of the trainees were in no way evident by the end of the training period; (2) the leadership displayed by four peer counselors in the evening human relation series indicated a "positive regard" for all participants; (3) enthusiasm for the peer counseling concept and evidence of transferences of classroom training were demonstrated when some peer counselors were interviewed after the APGA convention program in which they had participated; (4) the

frequency of peer counselors' visits to the coordinator's office to discuss some aspect of the program demonstrated concern and personal commitment on the part of at least 10 peer counselors; and (5) the request by four committed peer counselors to rearrange the 1973-74 class schedule to enable them to continue with the peer counseling class and to work with the Patrick Henry students indicated the value of the program for them.

Of the 12 peer counselors who will be returning to Patrick Henry in the Fall, 1973, seven elected to continue in the program. Another student who could not sign for the class because of a heavy college-oriented schedule asked to continue as a peer counselor on a part-time basis. Three of the four remaining students who elected not to continue with the course had been only nominally involved in the program during the 1972-73 school year.

Analysis of Data

Enough of the data collected and observations made appear to support the first hypothesis formulated for the purpose of the study: that guidance services would be expanded through the utilization of trained students.

The objective and subjective data obtained does not, however, prove or disprove the validity of the second hypothesis: that involved trainees would find school meaningful and would experience personal growth while developing positive attitudes toward themselves and others. The

writer's subjective evaluation will be discussed as part of the conclusions of the study.

Although the evaluation of the data indicated that the peer counseling program was positively accepted by the Administration, staff, parents, and numerous students, insufficient data precluded the drawing of any conclusions with regard to a change in the staff's and the students' attitudes toward the guidance department.

Conclusions

The writer is cognizant of the fact that a research design utilizing more objective means of testing Hypothesis 2 might have been desirable. This has been so recommended under Item 5 in Future Research Needed. It is also recommended that the conclusions which are based upon the objective and subjective data obtained from observed results and feedback be evaluated with caution.

It is the opinion of the writer that meaningful ways of involving students were provided, although not as hoped and planned for originally. Only four peer counselors were actively involved in one-to-one counseling on the Patrick Henry campus. The off-campus activities at the junior high and the elementary schools, though not peer counseling as such, provided valuable learning experiences in developing communication skills, helping relationships, counseling techniques, and self-confidence. Based upon highly

subjective data, the writer concluded that those students committed to the peer counseling concept did experience personal growth and did demonstrate positive attitudes toward the Administration, teachers, and other students.

The written communications from throughout the United States and from Canada requesting information and materials; the visits from counselors from other school districts; and the requests for information from schools in the San Diego Unified School District (see Appendix E for samples) demonstrated the high degree of interest and value in the Patrick Henry Peer Counseling Program as a pilot project.

The following facts were considered when the recommendation was made for a continuation of the program for the 1973-74 school year: (1) The apparent success of the program during the initial year should be measured over a longer period of time; (2) Modifications should be made with regard to adequate physical facilities which would permit the re-adoption of the original plans for utilizing peer counselors and which might provide a needed incentive for more personal involvement with campus peers; and (3) More objective methods, such as pre and post attitude tests or a control and experimental groups, could provide data for a statistical analysis of certain segments of the peer counseling program.

The Program has been considered feasible for other high schools and possibly junior high schools in the San Diego Unified School District. At least one junior high

and one senior high school in the District are presently planning to implement peer counseling programs for the 1973-74 school year. At Patrick Henry High School a second year course of study "The Dynamics of Peer Counseling 3-4" has been approved by the Administration and by the District.

The implementation of a peer counseling program to be most effective requires the following components:

A. School community support

1. An administration which is supportive, encouraging, and willing to permit experimentation and considerable student involvement on campus;
2. A counseling staff dedicated to training young people to become student assistants and "counselors;"
3. Teachers who support the counseling staff and students and who encourage and provide opportunities within their classes for group work led by peer counselors;
4. Students who are enthusiastic, eager to learn the techniques of helping others, and who will commit themselves to this task;
5. Parents who support their sons and daughters particularly with regard to off-campus activities;

- B. Physical facilities, including a room decorated and dedicated to peer counseling use, which are conducive to stimulating a sense of belonging;
- C. Released time for the coordinator of such a program;
- D. Some form of continuous evaluation to be provided staff and students.

Suggestions for Further Research

Future Research Needed

1. Research studies that would compile and create instructional and resource materials for a peer counseling program at either the junior high or high school level.
2. Research that will lead to the incorporation of the peer counseling class into the school curriculum using an interdisciplinary approach to teaching the dynamics of peer counseling.
3. Research in ways and methods of utilizing the services of the peer counselors.
4. Follow-up studies to determine the long-range results on peer counselor attitudes.
5. Research to determine evaluative methods and instruments for personal development and attitudes.

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APPENDIXES

APPENDIX A

**APPLICATION FOR PILOT PROJECT FUNDS
to the
DEPARTMENT OF EDUCATION, SAN DIEGO COUNTY**

THIS SPACE RESERVED for DEPT. of ED. USE ONLY	Screen. Comm. Action		Funding Level	Revision Signed	Agreement Signed	Project Number
	Approved	Disapproved				

IDENTIFICATION

District San Diego Unified District

Address 4100 Normal Street, San Diego 92103

Project School(s) and/or Department Patrick Henry High School Guidance Department

Project Title Dynamics of Peer Counseling

Project Director Virginia E. Dunlap Telephone 286-7700

District Administrative Contact Eugene Brucker Telephone 298-4681, X 461

Dept. of Ed. Liaison Contacted in Project Development

Funds Requested from the Department of Education \$1200 District Share \$1350

ASSURANCES

I certify that this application does not supplant current district programs and/or funds, and that the activities of the project conform to the rules and regulations as established by the California Education Code.

Superintendent

Date Signed

NEEDS

(Needs statement should relate directly to the project and be limited to this page.)

There is a need for greatly expanded guidance services. This project is designed to meet this need through active involvement of trained peer counselors as part of the guidance team. Under the direction and guidance of the professional counselors, the peer counselors will be trained to provide a number of services such as dissemination of general information, program help, tutorial assistance, rapping with the "turned-off" students, etc. The professional counselors will be able to devote more time to students, parents, and teachers on an individual and group basis. They will be able to work out a more effective career counseling program. More time can be devoted to the individual student who has problems affecting school adjustment.

GOALS AND SPECIFIC PERFORMANCE OBJECTIVES**I. State goal of project:**

To expand the outreach of the school's guidance program by utilizing the interests and expertise of the guidance staff in training students to become peer counselors.

A. Indicate two or three specific performance objectives which relate to this goal:

Peer counseling trainees will be able to answer many kinds of questions

1. which require the time of the professional counselor; such as: Where can I get information about jobs? What is exploratory work? Who signs my student discount application for insurance rates? Where do I get transcript information? Who is the registrar? etc.
2. Peer counseling trainees will be able to assist students in course selections allowing the counselor to give more time to individual needs.
3. Peer counseling trainees will make initial contacts with new students and with junior high school students enabling the counselors to give more time for personal discussion during the initial interviews.

II. If applicable, state a second goal of the project:

To provide the opportunity and challenge for students to become actively involved in the guidance program making contributions to their fellow students and their own individual growth.

A. Indicate two or three specific performance objectives which relate to this goal:

1. Peer counseling trainees will be more aware of the feelings and needs of themselves and others as a result of their training and guidance.
2. Peer counseling trainees will be able to assist the underachiever as a result of the tutorial assistance training.
3. Peer counseling trainees will know how and when to seek help for students needing the assistance of professional guidance personnel.

ACTIVITIES AND SCHEDULE

(Limit description to two-thirds page)

Peer counselors will spend the 1st quarter in an orientation program with counselors, the school nurse, the career counselor, district guidance personnel, and various other resource persons. The course will include (1. effective communications, (2. how to build a helping relationship, (3. decision making, (4. the role of the professional guidance people, (5. the role of the peer counselor, (6. when and how to encourage students to seek assistance from guidance personnel, (7. general information sources, (8. techniques of peer counseling, (9. group participation, and (10. tutorial techniques. Films, video tapes, recordings, and speakers will help to introduce the students to the various areas of service. Field trips will also be planned. Students will select specific areas in which they wish to work. Under the direction and supervision of counselors, the peer counselors will have the opportunity to put into practice through role playing, group sessions, interviewing, etc. what they have learned. Tape recordings and video tapes will be utilized in group meetings. Opportunities will be given for experience in more than one area of interest.

The peer counselors will be assigned specific times of the day when they will be working with other students. They will meet with their particular interest area group and a counselor on a bi-weekly or weekly basis for continuous guidance, evaluation and assistance.

Peer counselors will be in contact with teachers and guidance personnel who have referred students to them for various reasons, such as tutorial assistance, need for friendship, etc. They will also be given the opportunity to work with guidance classes and counseling staff.

An open house for parents of the prospective peer counselors is planned for the fall. Social events will be planned for new students by the "buddy" group.

One unit of credit per semester will be given to those students enrolled in the course. Peer counselors will have representatives in the Guidance Council.

A get-acquainted meeting for all students who signed up for the class in the fall has been held.

EVALUATION

(Limit description to one-third page)

Continuous evaluation of the program through weekly feedback from the peer counselors is planned. Teachers and parents will also be asked to evaluate the program. An attitudinal test is being devised to measure students' attitudes at the beginning of the school year. This test will also be administered later in the year to assist in determining changes in attitudes and outcome of course objectives. Students and teachers involved in receiving or requesting peer counselor assistance will be polled for their opinions. Progress of students involved in the tutorial and group questionnaires to measure counselors' attitudes toward the program will be administered in September and in January. A record of the number of students seen and the kinds of service given by peer counselors will also be analyzed.

STAFF INVOLVEMENT IN PREPARING PROPOSAL

(Complete if school- or district-wide project)

(Limit statement to one-half page)

The project has been discussed at a number of guidance meetings. Several counselors, the school nurse and the career counselor have been actively involved in planning specific aspects of the program. The Director of Guidance for the San Diego City Schools has lent assistance and met with the steering committee to work out overall plans for the implementation of the program in the fall. A teacher is a member of this committee. Students involved in the present "buddy" system were given a questionnaire to assess their attitudes about expanding the program. The faculty has been apprised of the program and asked to make recommendations for the tutorial assistance phase of the program. The librarian, the project coordinator and a counselor have met to work out plans for using the library facilities by the peer tutors. A pre-fall get-together meeting for enrollees in the peer counseling class has been worked out with the hostess class teacher.

An information sheet "What is Peer Counseling All About?" will be available to all staff members in September. Peer counselors will be given an opportunity to work with guidance teachers, serve as liaison between guidance class and counseling staff, and lead guidance class discussions.

A district-wide committee is being planned for the 1972-1973 school year.



Does not apply.

COMMUNITY INVOLVEMENT IN PREPARING PROPOSAL

(Complete if school- or district-wide project)

(Limit statement to one-half page)

The peer counseling class was listed in the students' Inquire book. Fall schedules of students signing up for the Dynamics of Peer Counseling were approved by the parents. Letters to parents of students enrolling in the class have been sent. An open house for these parents is planned for the fall. Additional parent awareness and involvement is contemplated after the opening of the fall term.



Does not apply.

Dynamics of Peer Counseling
Title

APPENDIX B

San Diego City Schools
PATRICK HENRY HIGH SCHOOL
6702 Wandermere Drive
San Diego, California 92120

108

Dear

It is a pleasure to inform each student who enrolled in our peer counseling class for 1972-73 that the program has been officially approved by the Board of Education. There is a good possibility that our pilot project will become district-wide.

The counseling staff recognizes the great contribution youth can make to our school's guidance program. With your help we will be able to have a far greater outreach to our student body. This last semester a group of dedicated students under the leadership of Miss Marcia Peterson has devoted many hours beyond their regularly scheduled classes to assist new students in their adjustment to Patrick Henry. This will be one aspect of the peer counseling program for next year. Under the supervision of professional counselors, the peer counselors will assist in tutorial service, engage in dialogue with various groups, furnish general information, provide campus leadership, and refer students to the professional members of the guidance department.

All students who have enrolled in the peer counseling class will receive instructions in effective communications, how to build a helping relationship, the role of the professional trained guidance person, the role of the peer counselor, when and how to encourage students to seek assistance of the professional guidance person, providing general information, group participation, and techniques of peer counseling. Counselors, the school nurse, the career counselor, district guidance personnel, and community resource persons will be involved in the training of our peer counselors. Students will be able to select the specific area in which they would prefer to work. Opportunities will be given for them to make other choices during the year; thus, broadening their experiences. Ongoing guidance, evaluation and assistance will be an integral part of the class work.

We feel this will be an exceptional opportunity for students to really become involved in a school program, give unusual service to their fellow students, and enrich their own lives. The counseling staff is looking forward to having the peer counselors as part of the Patrick Henry Guidance Team.

Sincerely yours,

Virginia Dunlap
Coordinator, Peer Counseling Program

VED:hg

PATRICK HENRY HIGH SCHOOL

PEER COUNSELING - WHAT'S IT ALL ABOUT?

109

Dear Colleague:

One purpose of the peer counseling program is to expand the outreach of the guidance department. A professional counselor with an average of 425 plus counselees cannot hope to do an adequate job of serving the needs of all of his counselees in the areas of academic, career, and socio-personal counseling. Peer counselors can provide a valuable service in a variety of ways. Guidance room activities, personal assistance to students, group discussions, and tutorial services are but a few of the ways peer counselors can be of service. The excellent work a small group of peer counselors did the second semester of last year will attest to the rich human resource we have available in our young people.

Perhaps a more important function of the peer counseling program is the very real possibility for those involved in the program to experience more personal growth while having more meaningful school experiences. At the same time, these students could be rendering an invaluable service to their peers.

The peer counseling trainees are students who have elected to become involved in the guidance department work. Each will be making a personal commitment to help others. They will be enrolled in a class, The Dynamics of Peer Counseling. Members of the guidance department and other resource personnel will be teaching and counseling with the trainees.

We believe the peer counselors will be an invaluable asset to Patrick Henry. With the addition of these students, it will be possible for the counselors to more effectively serve the teaching staff as well as students. We solicit your encouragement and comments. If there are ways you feel the program can be of assistance to you, we would appreciate your recommendations.

Sincerely,

Virginia E. Dunlap

VED:hg
9/72

PATRICK HENRY HIGH SCHOOL

6702 Wandermere Dr. San Diego, Ca 92120
286-7700

February 23, 1973

Mr. Joseph Gordon
Forward Elementary School
6460 Boulder Lake
San Diego, California 92119

Dear Mr. Gordon:

During the first semester at Patrick Henry High school, forty-six juniors and seniors have been enrolled in a peer counseling training program. These students have been learning ways in which they can establish a helping relationship with others. This relationship may just be one of effectively listening only. Included in the program has been a seven-week group leadership training session. Two teams have been involved with small groups of students at the junior high level, one group working with 7th grade girls having truancy problems and the second group has been involved with 8th grade girls experiencing school adjustment problems. They have sought to help the students to develop a more positive attitude toward school.

In addition to assisting students on the Patrick Henry campus and at the junior high school, we feel the peer counselors can give valuable service at the elementary school level where frequently a student who is acting out his frustrations needs more attention than a teacher who has thirty other students can provide. A peer counselor could take five or six such children and work with them on a group or even an individual basis in an effort to effect more positive behavior in the class room. The peer counselor could meet with the teachers to discuss what took place in the group.

Only those students whom we feel are ready would be involved in off-campus activities such as peer counseling at the elementary grades. If you would like more information about our program, I would be most happy to meet with you and, perhaps, bring one or two of our peer counselors along to discuss what we might do to be of service to the elementary school.

Sincerely yours,

(Miss) Virginia E. Dunlap
Peer Counselor Coordinator

VED:hg

San Diego City Schools
PATRICK HENRY HIGH SCHOOL
6702 Wandermere Drive
San Diego, California 92120

February 20, 1973

Dear Mr. and Mrs. Dube:

During the first semester of the school year, the peer counselor trainees have been involved in learning about themselves and others. Part of their training has been in group facilitation. We are most pleased with the outstanding work done by Nancy.

A challenging and important part of the training program is putting into practice those techniques and that knowledge acquired. Opportunities are being provided to give our students experience as group facilitators at the junior high level. It is anticipated that each student will be involved in three to five counseling sessions, meeting on a weekly basis - time to be worked out after the initial meeting. Adult supervision will be provided when the students arrive at the participating school. Transportation must be provided by the students.

If you are willing for Nancy to be involved in this activity, please complete the tear off form below and return to me.

Sincerely yours,

Virginia E. Dunlap
Coordinator of Peer Counseling Program

VED:hg

PATRICK HENRY HIGH SCHOOL

Date: February 21, 1973
Memo to: All Staff Members
From: Virginia E. Dunlap, Peer Counseling Coordinator
Subject: THE PEER COUNSELING PROGRAM AT MID-YEAR

112

HOW DID IT COME ABOUT? In January, 1972, the Peer Counseling Committee presented a proposal to Mr. Giddings outlining two pilot projects for the Spring, 1972 semester-- motivational counseling with a small group of low achieving students and orientation of new students. This was Phase I of a more comprehensive proposal for this school year. The District approved the project for Patrick Henry. The County provided a grant of \$1200. The course, The Dynamics of Peer Counseling, was offered to 11th and 12th grade students.

THE TRAINING PERIOD. The emphasis during the first semester was on training the students at a minimal level of counseling awareness, providing information on ways to help, learning group techniques, building a helping relationship, learning to communicate, etc.

The cooperation and encouragement of the staff was greatly appreciated when the peer counselors visited your guidance classes to have students complete the career information cards. The 10th grade English teachers graciously permitted the peer counselors to act as group facilitators in their classes. Releasing the peer counselors from your classes from time to time has also been appreciated.

Four of our students have been testing the effectiveness of peer counselors as group leaders for junior high school students experiencing school adjustment or truancy problems at Horace Mann. Favorable reports have come from the supervisors. This aspect of the program has been presented to the Pershing counseling staff where there is a good possibility that a counselor will supervise our students there.

THE FIELD EXPERIENCE During the second semester, the majority of our peer counselors will be involved in the orientation program working with students new to our school and assisting in the articulation program at Pershing and Lewis junior highs. Marica Peterson will again head up this aspect of the program. Other students will be involved in group work at the junior high level or elementary level.

An ITV presentation of the Ohio Vocational Interest Inventory is currently being planned. The first issue of Horse Feathers will soon be coming out. Thanks to our gracious librarian, Mary Gilliland, the peer counselors will have a Rap Corner in the library. Helping Harry Seifert and his crew will make the partitions. Peer counselors will be in the Corner to provide general kinds of information or just talking or listening. A notice will be forth-coming for this much looked-forward to day. We hope you will drop by then and see what the peer counselors have done.

Saturday, February 10, six of the peer counselors assisted the counseling department in presenting a panel on our peer counseling program for the American Personnel and Guidance Association's national convention in San Diego.

VED:hg

APPENDIX C

PATRICK HENRY HIGH SCHOOL
PEER COUNSELORS' QUESTIONNAIRE

114

Date: _____

Male
 Female
 Grade 11
 Grade 12

Peer Counselor
2nd Sem.-1972
____ Group I
____ Group II

The first eleven questions are to be
answered on the basis of:
4 - Excellent 2 - Fair
3 - Good 1 - Poor

Think carefully about each question before answering. Then write your answer on the basis of how you really feel.

1. My attitude toward the guidance department is
2. My feelings about school are
3. I would rate most teachers in their concern about student needs as
4. I would rate the administration's concern about student needs as
5. I would rate counselors' concern about student needs as
6. I would rate the peer counseling approach to helping students as
7. I would rate my attitude about the peer counseling program as
8. I would rate my feelings toward helping all students as
9. I would rate the acceptance of the peer counseling program among my peers as
10. I would rate the acceptance of the peer counseling program among teachers as
11. I would rate my chances of being an effective peer counselor as

Check the following attributes or characteristics which you believe are important for a peer counselor to possess or develop.

- Love (concern) for others
- Love for self
- Sympathy for others
- Ability to express your feelings
- Ability to listen
- Ability to give suggestions and advice to others
- Ability to disagree agreeably with one I am seeking to help
- Ability to agree with those I'm seeking to help
- Sensitivity to the feelings of others
- Willingness to express my concerns and values to those I'm seeking to help

A more personal answer is desired. Please check the following reason(s) as to why you enrolled in the peer counseling program.

- because my friend(s) did
- feeling of satisfaction in helping others
- to relieve boredom
- to develop a feeling of importance
- to make a positive contribution to the total school program
- to gain more meaningful school experiences
- pick up an easy credit
- it sounds exciting and worthwhile
- to enrich my own life
- concern for my peers

PATRICK HENRY HIGH SCHOOL
GUIDANCE DEPARTMENT QUESTIONNAIRE

115

The purpose of this questionnaire is twofold:

1. to measure the effectiveness of the present guidance program (questions 1-6)
2. to measure the attitude of the staff toward the peer counseling concept and the program itself.

Your assistance in completing this form would be appreciated.

Male
 Female
 Administrator
 Teacher
 Counselor

The first six questions are to be answered
on the basis of:

4 - Excellent 2 - Fair
3 - Good 1 - Poor

1. The rapport between the counselors and myself is
2. I would rate counselors' willingness to confer with me regarding students in my class as
3. Counselors involvement in guidance class activities is
4. I would rate counselors providing me with sufficient assistance in regard to student problems as
5. Counselors' rating in reporting special problems concerning my students is
6. Counselors' rating in informing me of action on referrals made is

Please answer the following with a yes or no answer. If uncertain indicate with "U"

7. I have heard of the peer counseling program for 1972-73.
8. I view peer counseling as a positive guidance effort.
9. Students should become actively involved in the guidance program.
10. I view peer counseling as a means of expanding the guidance service.
11. I view peer counseling as a way for the counselors to avoid their professional responsibilities.
12. Peer counselors will be too status-oriented to be effective.
13. Students lack the maturity to assist other students.
14. Students are qualified to assist other students in a variety of ways.
15. I am opposed to the concept of peer counselors.
16. I will consider utilizing the peer counselors in a limited way.
17. Peer counselors could be important in helping the "turned-off" students.
18. I would be willing to engage in meaningful dialogue with peer counselors on ways to "motivate" the low achiever.

APPENDIX D

HOW DO I FEEL ABOUT MYSELF?

Below is a list of 25 statements designed to have you think about how you feel toward yourself as a person. You are to make a check mark in the column which best expresses your feeling about the statement.

Usually	Sometimes	Rarely	
			1. I am satisfied with myself as a person.
			2. I am accepting of my peers.
			3. I am accepting of adults.
			4. I find "coping" at home is easy.
			5. I feel able to "cope" with any problem.
			6. I make positive contributions to others.
			7. I listen to what is said.
			8. I listen to what is not said.
			9. I am an outgoing person.
			10. I am sensitive to the feelings of others.
			11. I am afraid of my own feelings.
			12. I am afraid to share my feelings with others.
			13. I am aware that others have a right to be different.
			14. I am concerned about how I come across to others.
			15. I believe people are accepting of me as a person.
			16. I find school more meaningful now.
			17. I am able to make decisions.
			18. I am independent of my friends' values.
			19. I am accepting of myself as a person.
			20. I am willing to change my views.
			21. I feel positive about my group experiences.
			22. I can take "criticism."
			23. I have been able to establish helping relationships.
			24. I try to change others' views.
			25. I am able to contribute to a discussion.

PATRICK HENRY HIGH SCHOOL

PEER COUNSELORS COMMITMENT CONTRACT

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As a peer counselor, I am willing to make a personal commitment to myself as I endeavor to develop my own life style more fully and to put into practice the following counseling goals.

1. An awareness and acceptance of my own feelings
2. An awareness and acceptance of the feelings of others
3. A positive acceptance of my right to be different
4. A positive acceptance of the rights of others to be different
5. A willingness to express my own values while accepting the rights of others to maintain their values
6. Greater self-awareness through self-exploration
7. Acceptance of criticism
8. Willingness to listen
9. Seek to grow in my own personal life
10. Avoid disloyalty to other peer counselors and the guidance department
11. Maintain a good positive relationship with peers
12. Acknowledge that I 'know not everything'
13. Seek professional assistance for others
14. Seek to establish helping relationships with others
15. Hold others in high esteem
16. Maintain confidentiality
17. Be very aware of the special responsibility that goes with the role of peer counselor

I am aware that seeking and reading this once will be ineffective. Therefore, as part of my peer counselor commitment, I will review my commitment at least once weekly.

Date

Signature

VED:hg
9/72

FIELD EXPERIENCE--SELF RATING SCALE

ExperienceNameDate

As a result of this week's field experience, I would rate myself as being able to:

	Very Successful	Quite Successful	Neither Successful nor not Successful	Not very Successful	Not Successful at all
1. Be helpful					
2. Be at ease					
3. Be real					
4. Be supportive					
5. Be specific					
6. Be sensitive to my feelings					
7. Be sensitive to others' feelings					
8. Be open					
9. Be personal--using "I"					
10. Express my feelings (pro or con)					
11. Listen to others					
12. Give feedback to others					
13. Put others at ease					
14. Clarified issues					
15. Stayed with issues					
16. Involved others effectively					
17. Self explore					
18. Self examine					
19. Complete acceptance of others					
20. Maintain confidentiality					

PERSONAL COMMENTS--feelings, what was good, what was not so good, what you feel can be improved, value to you

FIELD EXPERIENCE LOG

As part of your field experience assignment, you are required to keep a log. The outline below should help you.

<u>Field Experience</u>	<u>Date</u>	<u>Name</u>
<u>Event/happening</u>	<u>Personal Reactions</u>	
What took place--by whom	How did you feel?	
<u>EXAMPLE</u>	<u>EXAMPLE</u>	
Mike pulled Mickey's hair The teacher sent him out of the room and You were there!	What did you do? How did you respond? What approach did you use to work through the situation? Did you solve the problem or did you let Mike work through the problem? Did you use "Sand Box Therapy?" Did you recog- nize his problem? Did you let him know that you did? Did you recognize that may- be he hated himself and not the teacher?	
Paul told the teacher he hated her. She was just like his mother--always yelling at him to "do this" or "don't do that." He was so disruptive that the teacher asked you to take him for a walk.		
If you are going to the junior high school, use the same format as above.		
1st group meeting--noone would talk. You couldn't get it "off the ground."	Uncertain as to how to get started. Did the silence bother you? Did you try any of the "games" to break the ice? Did you try to involve the whole group? "How do you feel about that?" "Can we find another solution?"	
2nd group meeting--one member dominated the group		
3rd group meeting--as the facilitator, you talked too much.	You recognized this? Were you too concerned about your image? Were you frustrated? Did you have a goal?	
<u>Remember</u> --we frequently use the word <u>GOAL</u> . Setting of a goal gives you something to reach for--it helps you to avoid "getting nowhere." You may not reach the goal every time, but you work toward it.		

APPENDIX E

<u>ITEM</u>	<u>GROUP DISCUSSION GUIDE</u>	<u>GROUP DECISION</u>
<p>Evaluation of Rap-O-Rama with the Administrators</p> <ul style="list-style-type: none"> • Future Rap-O-Ramas--who would you like to see come? 	<p>Items of concern</p> <ol style="list-style-type: none"> a. Wearing of badges--a number of ideas have been suggested--no badges, badges only for those wanting them b. What's in a name? Some have felt another name besides Peer Counselors might be best? c. How do we get more students involved at Patrick Henry? 	<p>What do you want to see changed in the peer counseling class?</p>

PEER COUNSELING EVALUATION SUMMARY

Program, unit of study, or event to be evaluated

Problems

1.

2.

3.

4.

Recommended for future use yes No

Changes or modifications if repeated

1.

2.

3.

4.

Value of the activity

PATRICK HENRY HIGH SCHOOL

Parent Peer Counseling Evaluation

In an effort to gather information for a comprehensive evaluation of our Peer Counseling Program, INPUT from many sources is desirable. Recommendations must be made for the 1973-74 school year. Reports are due to the City Schools and to the County Department of Education. Your evaluation of the program from the standpoint of a parent whose son or daughter has been involved in the Peer Counseling program is most desirable. I would appreciate your response to the following:

1. Have you been made aware of the purpose of and the activities of the Peer Counseling Program?
2. How do you personally feel about the program?
3. Do you feel that your son or daughter has benefited by being in the Peer Counseling Program this year? Would you elaborate on this answer?
4. Do you feel the program should be continued another year?
5. Additional comments or recommendations are solicited.

Thank you for your cooperation. This form may be returned by your son or daughter.

Ved:hg
3/73

PEER COUNSELING EVALUATION REPORTGOALS

GOAL I was to expand the outreach of the school's guidance program by utilizing the interests and expertise of the guidance staff in training students to become peer counselors.

The training program. Five counselors were responsible for teaching and training the students who were enrolled in the course "Dynamics of Peer Counseling." The first semester was designated as the Training Phase and the second semester was the Field Experience Phase. This aspect of the experiment was carried out as originally planned.

The plan for expanding guidance services. The peer counseling project was built around the proposed Counseling Center. All counseling offices and all guidance materials were to have been located in the Center. Peer counselors, serving as receptionists and aides, were to have been assigned to the Center throughout the school day. It was assumed that a variety of services could be performed by the peer counselors. This would have freed the professional counselors to do more personal/social counseling.

Activities by which Goal I was met through utilizing peer counselors:

1. Orientation of new students in the Fall, 1973. Approximately 800 students attended the two days of orientation.
2. Career Interest Card Project. Peer counselors visited 102 guidance classes and had students complete the Career Interest Cards. Approximately 80 percent of the students completed the cards. A series of Career Seminars were planned on the basis of information received on the cards.
3. English class visitations. Peer counselors served as group facilitators for small groups of tenth grade students. An outline of the guidance services was given at this time.
4. An ITV presentation of the results of the OVIS was planned by the peer counselors under the direction of a para-professional.
5. Peer counselors assisted the counselors during the ninth grade articulation program.

GOAL II sought to provide opportunities for students to become actively involved in the guidance program through meaningful experiences.

Ways in which this goal was met:

1. Junior high school group facilitation projects. Ten peer counselors were involved in two junior high schools, Horace Mann and Pershing.
2. Sixteen peer counselors worked with individual or groups of children at Forward Elementary School, grades kindergarten through fifth.
3. Four peer counselors were involved in "counseling" students at Patrick Henry.

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PEER COUNSELING EVALUATION REPORT

4. Five peer counselors assisted the professional staff in making a presentation at the American Personnel and Guidance Convention, February, 1973.

EVALUATION OF ACTIVITIES AND PROGRAM

The "clinical" method of evaluation was used in order to (1) evaluate segments of program, (2) provide flexibility need for change when change was thought necessary for the success of the program, (3) allow a variety of evaluation techniques, (4) permit staff and students a share in the evaluation of the program, and (5) keep participants and recipients apprised of the progress of the program. It includes: (1) subjective measurement methods, (2) consultation, (3) feedback and (4) participant-observation.

SUBJECTIVE MEASUREMENT METHODS

Staff and students were asked to complete evaluation sheets for most activities.

Orientation of new students. Evaluation by those students involved in this activity indicated they felt it was a worthwhile way to familiarize students with the Patrick Henry system. The evaluation also listed certain modification in the activity--such as small group sessions in place of the general assembly.

Career Interest Card Project. Evaluations by both staff and students indicated it was an effective way of getting students involved in helping other students. Peer counselors got a 30 percent better return on the Career Information Card than guidance teachers who had assisted in the previous year.

Questionnaires were administered to staff and students.

Results of the staff questionnaire indicated that of the 88 teachers who responded, 78 percent considered peer counseling a positive guidance effort, and 81 percent stated they would use peer counselors in a limited way.

A second questionnaire was completed by 23 teachers who had been involved in some way with peer counseling activities. All 23 indicated they felt the peer counseling program was an effective way of getting students involved in helping other students. Two staff comments were: "It is one of the great things that has happened at Patrick Henry," and "We need more of this kind of program for our students."

Results of a student questionnaire indicated that the peer counseling program had general positive effects in the area of attitude toward

administration and counselors, and in feelings toward themselves and others.

Written assignments. The result of written assignments appeared to confirm the assumption that those actively involved in the peer counseling program were experiencing personal feelings of accomplishment, increased self-esteem, and more concern about others.

CONSULTATION

Counselors, teachers, and students were included in the evaluation process. Changes in procedures were often made as a result of a general feeling that a certain segment of the program would not succeed as planned.

Students helped plan for the ITV presentation of the OVIS results. They were instrumental in deciding that the "career interest area" and the "college interest area" should be abandoned as task performing groups until suitable physical facilities could be arranged.

FEEDBACK

Feedback came from a variety of sources and was an important part of the evaluation of the program.

Elementary and junior high school supervisors provided feedback.

The elementary project is presently underway. Limited feedback seems to indicate that (1) the staff at Forward Elementary School is pleased with the initial beginning--sixteen students are assigned to eight teachers in grades kindergarten through fifth, and (2) the peer counselors are finding this project challenging and meaningful as reported to the coordinator during personal interviews.

Eight students have been group facilitators at the junior high school. Supervisor reports have indicated that: (1) peer counselors were able to establish rapport with junior high school students, (2) the group members were anxious for the peer counselors to return, (3) attendance of the group members had improved during the time the peer counselors were conducting the group sessions, (4) after the seventh grade group was discontinued, group members sought out the vice principal to ask for continued meetings. Peer counselors involved as group facilitators appeared to be enthusiastic. They traveled to the junior high school at their own expense, made up classes missed at Patrick Henry, and never missed a scheduled group meeting. Their evaluation of the experiences indicated (1) a personal feeling of accomplishment, (2) more self-esteem, (3) concern for the group members as individuals, and (4) a developing awareness of and great acceptance of others.

English class visitations. Two English teachers made special efforts to contact the coordinator to express satisfaction with the English class

visitation project, and to express a feeling that peer counselors could provide an important service in the training of tenth graders in group dynamics.

Parent feedback. Three parents requested the program be continued next year. Their comments about the effect of the program in relation to their teenagers were positive--more self-awareness, developing of leadership potential, awareness of administration's problems, etc.

PARTICIPANT-OBSERVATION

This was possible at every phase of the program. The coordinator has positive feelings that peer counselors have benefited from the program in the following ways: (1) greater awareness of self as a person and others as being worthy individuals, (2) more acceptance of those who do not agree with them, (3) development of communication skills--the ability to listen, and (4) a positive attitude toward adults--administration, counselors, teachers, and parents. This has been demonstrated by a few of the peer counselors who are involved in the human relations meetings.

Extensive use has been made of tape recorders to evaluate attitudes of group members.

RECOMMENDATIONS

The program has unlimited possibilities. It offers opportunities of expanding the guidance services to both staff and students. As trained group facilitators, peer counselors can offer a real service to the staff. Many of the routine and time consuming services performed by the regular counselor could be handled by peer counselors. More time would be available to counselors for personal/social counseling.

The personal benefits to the peer counselors is perhaps the most important reason such a program should be continued. In the judgment of the coordinator, most peer counselors have demonstrated evidence of enthusiasm, more concern for others both within and without the classroom, more acceptance of all persons, and personal growth.

It is recommended that the program be continued at Patrick Henry and that a second year course "Dynamics of Peer Counseling" be offered. The content of the course would include units in sociology, psychology, and more in-depth study of counseling philosophies.

Evidence of the interest of the peer counseling as an innovation for guidance departments has been demonstrated in the following ways:

(1) eleven requests have been received from throughout the United States and Canada asking for information on procedure in setting up a peer counseling program, as a result of the American Personnel and Guidance Convention presentation, (2) Crawford High School requested peer counselors

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PEER COUNSELING EVALUATION REPORT

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to join them in the future to plan their peer counseling program,
(3) and several interested counselors in the County have contacted
the coordinator for an explanation of the program.

VED:hg
4/30/73

Results of the Evaluation of the Peer Counseling Content Session
 American Personnel and Guidance Association Convention

	February, 1973 (N=33)					No Opinion
	Out- standing	Above Average	Average	Below Average	Poor	
Method of presentation	6	16	11	0	0	0
Procedure used	5	12	15	0	0	1
Participant involvement	9	17	4	0	0	2
Opportunity for exchange of ideas	4	14	10	1	1	3
Qualification of presenters	14	16	2	0	0	1
Renewing and updating of professional skills and knowledge	4	14	4	0	0	12
Relevancy and proactive aspects	14	14	1	0	0	4
Possibilities for application	15	16	1	1	0	0
Interest level and general overall impressions	11	18	4	0	0	9
Based on what was said and discussed in the session the following questions were asked of the evaluators:	Yes	No	Undecided	No Response		
Did you change your attitudes?	5	13	6	9		
Did you change your behavior?	2	12	8	11		
Did you change your goals?	8	9	9	7		
Did you change your job?	3	16	4	10		
Did you change your procedure?	6	9	8	10		

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SAN DIEGO CITY SCHOOLS

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WILL C. CRAWFORD HIGH SCHOOL

4191 55th St., San Diego, Ca 92115
583-2500

Miss Virginia Dunlap

Patrick Henry High School

San Diego, Ca.

Dear Virginia,

Thanks for bringing Barbara and Alan to give us some insight into your peer counseling set-up. We appreciated the time and effort involved and want you to know it was appreciated. We hope soon to see them again when we can get organized over here.

Thanks to all.



(Mrs.) M. Geiger,

Counselor

June 5, 1973

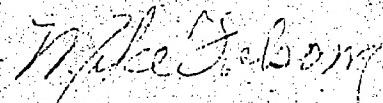
Mrs. Virginia B. Dunlap
Patrick Henry High School
6702 Wandermere Drive
San Diego, Calif. 92120

Dear Mrs. Dunlap:

We wish to express our gratitude and appreciation for all the help you have given us to start our Peer Counseling Program. We were greatly enriched by all the information contained in the materials and outline of your class. We also leave an open invitation to you inviting you to come up here and see our program and facilities. Let us stay in touch with each other.

We have photo copied all the information and are using them in our plans for next year, they were most helpful.

Sincerely,



Mike Folsom
Peer Counselor

ENC: Guide for Peer Counseling Program and other related materials.



SEABROOK — HAMPTON — HAMPTON FALLS — NORTH HAMPTON

RICHARD J. WALSH
Director of Guidance

ROBERT M. SWASEY
Counselor

Winnacunnet High School
Hampton, New Hampshire 03842

JEREMY J. SAWYER
Counselor

MRS. JUDY GELLES
Counselor

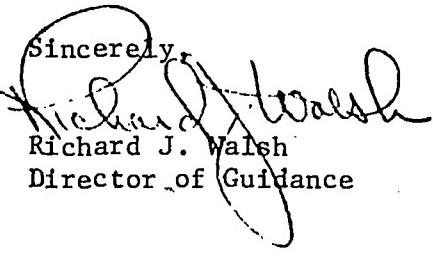
Feb. 15, 1973

Mrs. Virginia Dunlap
Patrick Henry High School
San Diego, Cal.

Dear Mrs. Dunlap:

Last week I had the good fortune to attend your presentation on Peer Counseling at the San Diego Convention. I was very impressed with the success that you seem to have enjoyed since the program was initiated and look forward to starting a similar project built around a course comparable to your "Dynamics of Peer Counseling".

I would be most interested in securing any information that you have available on the development of the program. In particular, I would appreciate material dealing with the coordination and design of the core course. If you have such information available and could forward it to me I would be most appreciative.

Sincerely,

Richard J. Walsh
Director of Guidance

RJW/jm

APPENDIX F

PATRICK HENRY HIGH SCHOOL

Memo to. Guidance Teachers

135

From: Guidance Department

Subject: CAREER INFORMATION

The Peer Counselors would like to visit your guidance mod on _____ for the purpose of presenting Career Seminar Information and having the students complete a Career Information Card. The card will ask students to list the career or vocational areas which are of interest. The information cards will be used in determining the kinds and numbers of seminars which need to be planned.

It would greatly assist us if you would prepare the students prior to the peer counselors' visitation by informing the students of the purpose of the visit and asking the students to give serious thought to the kinds of careers or vocations they are interested in at this point in time.

If you would return the bottom portion indicating your willingness to have the peer counselors on the above date, it would be very much appreciated.

VED:hg
10/72

Guidance Teacher

Guidance Room Number

Number of students in my guidance class.

Yes, it would be convenient for the peer counselors to visit on _____

Date

No, it would not be convenient for the peer counselors to visit on _____

Date

Date

This will be returned to you on the day prior to the peer counselors' visit.
Thank you for your assistance.



PATRICK HENRY HIGH SCHOOL

6702 Wandermere Dr. San Diego, Ca 92120
286-7700

February 8, 1973

Mr. Bob Bethel
San Diego Community College
835 12th Street
San Diego, California 92101

Dear Mr. Bethel:

Your acceptance of the invitation to speak at the Building Trades Career Seminar on February 14 at 9:00 a.m. is greatly appreciated. A peer counselor will be at the main office to greet you and escort you to the seminar meeting room.

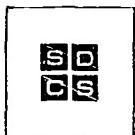
In an effort to assist you in planning your presentation the following outline based upon students' concern and reaction to previous seminars is presented:

1. A very broad overview of the general area of Building Trades, including entry level jobs or positions.
2. Basic requirements including age, sex, education, etc.
3. High school and/or college subjects which would be most helpful.
4. Future opportunities--open or closed field, restrictions based upon future predictions or trends, continuing educational requirements, areas or regions which seem to offer greatest opportunities for placement.
5. Financial consideration--beginning salary, vacations, fringe benefits, etc.
6. Non-tangible benefits such as personal satisfaction, etc.

If I can be of further assistance, please call me at 286-7700, Extension 33.

Sincerely yours,

(Miss) Virginia E. Dunlap
Peer Counseling Coordinator
VED:hg



SAN DIEGO CITY SCHOOLS

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PATRICK HENRY HIGH SCHOOL

6702 Wandermere Dr, San Diego, Ca 92120
286-7700

February 15, 1973

Mr. Bob Bethel
San Diego Community College
835 12th Street
San Diego, California 92101

Dear Mr. Bethel:

On behalf of the students who attended the Building Trades Career Seminar and the Guidance Department, I would like to express our sincere thanks for the very fine and most informative presentation made by you. Those students who attended the seminar received the kind of information and help which will greatly assist them in determining if building trades is the area of work they wish to pursue.

The fact that you were willing to take time from your busy schedule to meet with the students was impressive to and appreciated by all involved in the seminar.

Sincerely,

(Miss) Virginia E. Dunlap
Peer Counseling Coordinator

VED:hg

APPENDIX G

DECEMBER 1, 1972

PATRIOT PRESS

Peer Counseling Class Has Main Objective: Help

By Merri Hansen

Among Patrick Henry's many unusual classes, there is one that is really unique. The Dynamics of Peer Counseling class, which is somewhat led by Miss Virginia Dunlap, is different in the fact that its main goal is to help others.

Opposed to popular belief, the Peer Counselors are not a cluster of brains who only tutor. They are a group of concerned individuals who care enough to try to improve relationships between students, teachers, and counselors.

Miss Dunlap has outlined seven steps to becoming a peer counselor. They are as follows: 1) Desire to help others, 2) Acquisition of facts, 3) Knowing limitations, 4) Selection of interest areas, 5) Techniques to help others, 6) Counseling awareness, 7) Commitment to program.

The first semester in Peer Counseling is being spent learning the basics of counseling. The class has split up into small groups, each of which has its own goals. The group facilitators, for example, will soon be going out to lead small groups in English classes.

By second semester the peer counselors hope to become really involved personally with the school's problems.

As Miss Dunlap puts it, the peer counseling program has been designed to, "more effectively meet the needs of all students, offer challenging and meaningful experiences to students, and to provide for students who are really concerned about helping others, the opportunity to learn how to help."

The peer counselors, for all their efforts, won't be able to do much without the cooperation of the students. These kids are daring to hope that Patrick Henry can become more personal, more friendly.

Although they all have the common desire to help, not many other general statements could be applied to the peer counselors, for there are a great variety of people in the class. This makes it possible for many different views to come to the surface.

The general impression you would get from watching the Peer Counseling class is that they are hungry for knowledge, experience, and an improvement in student relations. They want to rid the word counselor of its bad connotations.

DECEMBER 12

PATRIOT PRESS

1972

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Human Relations Program At Henry to Involve Many

The San Diego City Board of Education adopted a proposal in July, 1972 that directs each school to create a human relations program that will involve the whole community. Patrick Henry has done just that and the program is made up of representatives from the school and the surrounding community.

Mrs. Barbara Thomas, head counselor at Patrick Henry, explained that the Human Relations Program is not a result of the recent fights between black and white students.

"It's purely incidental that the first meeting was one day after a fight," she said, "The meetings had already been set so it was just the way things happened."

The program is a series of five meetings which are attended by about 48 students half of which are black. "The program is the peer counseling class project so all the white students are from the peer counseling class. Space limited the numbers so the kids had to draw straws. All of the black students volunteered were accepted, since the trained supervisors felt an equal balance was necessary," she said.

There are parents, teachers, and administrators on the program. Also it has been established that the main purpose of the program is to open the lines of communication between the students, the teachers, and the parents in the surrounding community.

"There are five professionals that guide the slove them."

group. These people are specialists in the field of human relations. At the first meeting of the group which was December 4, the members were set up in diods, or pairs to answer questions and just talk to each other." Said Mrs. Thomas, "the meetings are closed simply because of the lack of space. If enough people shown interest, the team would return to have another program."

Mrs. Thomas explained in reference to the first program, that about 200 fliers were handed out during lunch on the quad. She said the people that handed out the fliers reported a good reception but after this effort only about half a dozeri returned the fliers to ask questions.

Mrs. Thomas said she thinks this program is good. "It is a real challenge for the kids in peer counseling because they want it to turn out so well," she said.

This isn't one of Patrick Henry's first's because sooner or later all the schools will have had this program. "Communication is the big thing. It seems that there has been a lack of communication lately, not just at Henry but a lot of schools all over the country," said Mrs. Thomas.

The formation of these human relation groups is not to probe deeply into underlying problems on campus, but rather to recognize these problems and help the community and the school working together

Mrs. Young Heads Up 21 Student Tutors

Tutoring — aspect of peer counseling, is now going in full force, with Mrs. Alice Young as director-coordinator of the group.

"We have 21 students who have unselfishly volunteered to give up some of their time to help their fellow students," said Mrs. Young, counselor.

Notes were put in the bulletin last spring asking for tutors, and the non-credit program got underway in September.

Many students who are being tutored now were informed of this program by their teachers or counselor. Others heard it through the bulletin and contacted Mrs. Young. Fifty students have requested tutoring since the beginning of school.

The tutors meet once a week in the office during guidance to discuss their tutoring assignments and experiences. The adult education office will soon be reconverted into a counseling office, at which time the students will meet there.

Many tutors talk to the teachers of the students they are tutoring to get an idea what areas the student needs the most help in.

Language, Math, English, Science, and Art are the subjects in which tutors are available; with math and language being the most heavily requested.

The only prerequisites for being a tutor is that you should be able to help and not mislead, and an interview with Mrs. Young.

"Two girls said that they would like to tutor art. At first I didn't think I would be able to place them with anyone, but it's surprising how many students requested art tutoring," said Mrs. Young.

One girl who is being tutored in geometry finds her tutor very helpful and feels she wouldn't have passed without tutoring. She says that they meet in the math rooms every gold day for 1½ hours, and that she can call her tutor any time she needs help.

All students interested in becoming a tutor or receiving tutoring should contact Mrs. Young in the counseling office.

APPENDIX H

Portions from
A Guide for A Peer Counseling Program
Prepared for the
San Diego Unified School District
by
Virginia E. Dunlap

INTRODUCTION

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POINT OF VIEW

The San Diego City Schools Guidance Handbook states: "The goal of the total educational process is student development and preparation for rewarding and fulfilling participation in an increasingly complex society." Through this process an individual will be able to "understand himself, his changing environment, and those around him." The guidance department has the "primary" function "to motivate, assist, and encourage each student to benefit fully from his educational experience."

With this goal in mind the following point of view is set forth:

In our highly complex and technological society, young people seek a variety of ways to understand themselves, while frequently revolting against an environment which they had no part in forming. Society is often viewed as a materialistic, de-humanizing force which denies individual freedom and expression. The educational system, as part of this society, has been challenged. Traditional courses and approaches to teaching came under heavy criticism at the university level several years ago. Senior high schools are now strongly criticized as having irrelevant and out-of-date courses of study. Various studies have shown that schools which operate on a together as equal partners has resulted in more positive attitudes toward school and society.

Counselors are committed to assist students in fulfilling their needs. They are dedicated to finding ways in which they can more effectively fulfill their commitment to the total educational process. Peer counseling is envisioned as an effective means for counselors to greatly enhance the guidance services. A co-committant opportunity will be that of students becoming actively involved in helping their peers. This may be realized in a variety of ways such as (1. organizing a friendship program for newcomers, (2. tutorial assistance, (3. participation in dialogues with parents, teachers, and students, (4. group counseling, (5. providing information, (6. refer students for professional help, (7. campus leadership roles, (8. assistance to guidance teachers, and (9. public relations. The vast human resources available in our youth could greatly enrich the educational program and ultimately, the greater community beyond the school.

From this point of view peer counseling is seen as being a new and stimulating addition to the guidance department. It is also recognized that peer influence can be effectively utilized by the guidance department in meeting individual needs. Students will frequently seek out their peers for assistance. Thus, the primary function of the guidance department "to motivate, assist, and encourage each student to benefit fully from his educational experience can be better realized with the addition of a peer counseling program.

GOALS AND OBJECTIVES OF THE PEER COUNSELING PROGRAM

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GOAL I

To expand the outreach of the school's guidance program by utilizing the interests and expertise of the guidance staff in training students to become peer counselors.

A. Objectives for Goal I

1. Peer counseling trainees will be able to answer many kinds of questions which require the time of the professional counselor, such as: Where can I get information about insurance discount?, When can I apply for the ACT or SAT test?, etc.
2. Peer counseling trainees will be able to assist students in course selections allowing the counselor to give more time to individual needs.
3. Peer counseling trainees will make initial contacts with new students and with junior high school students enabling the counselors to devote more time to personal discussion during the initial interviews.
4. Peer counseling trainees will be more qualified to give general career and college information, assist in finding available materials regarding these areas.

GOAL II

To provide the opportunity and challenge for students to become actively involved in the guidance program making contributions to their fellow students and their own individual growth.

A. Objectives for Goal II

1. Peer counseling trainees will be more aware of the feelings and needs of themselves and others as a result of their training and guidance.
2. Peer counseling trainees will be able to assist the under-achiever as a result of the tutorial assistance training.
3. Peer counseling trainees will know how and when to seek help for students needing the assistance of professional guidance personnel.
4. Peer counseling trainees will be instrumental in effecting more positive attitudes as a result of their training in communications and group dynamics.

AN APPROACH TO A PEER COUNSELING PROGRAM

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A peer counseling program for 1972-73 was proposed for Patrick Henry in December, 1971. Initial planning was begun upon the approval of the administration.

Two pilot projects were initiated at the beginning of semester two. One project involved the orientation of new students to the school. The second project concerned itself with motivational counseling involving 8-10 low achievers in 10th grade English.

A credit course entitled The Dynamics of Peer Counseling was included in the class offering for September 1972. Approximately 50 students have made application for the course to date. The original group of 14 students who volunteered for the orientation of new students will be an important nucleus for the greatly expanded peer counseling program in September.

Students enrolled in the class will spend the 1st quarter in an orientation program with counselors, the school nurse, the career counselor, district guidance personnel, and various other resource persons. The course will include (1. effective communications, (2. how to build a helping relationship, (3. decision making, (4. the role of the professional guidance people, (5. the role of the peer counselor, (6. when and how to encourage students to seek assistance from guidance personnel, (7. general information sources, (8. group participation, (9. techniques of peer counseling, and (9. techniques of tutoring.

Films, video tape, recordings, and speakers will help to introduce the students to the various areas of service. Field trips will also be planned. Students will select specific areas in which they wish to work. Under the direction and supervision of counselors, peer counselors will have the opportunity to put into practice through role playing, group sessions, interviewing, etc. what they have learned. Opportunities will be given for experience in more than one area of interest.

The peer counselors will be assigned specific times of the day when they will be working with other students. They will meet with their particular interest group and a counselor on a bi-weekly or weekly basis for continuous guidance, evaluation and assistance.

Peer counselors will be in contact with teachers and guidance personnel who have referred students to them for various reasons, such as tutorial assistance, need for friendship, etc.

Letters were sent to the enrollees and their parents explaining the program along with an invitation for prospective peer counselors to attend a get-acquainted meeting in June. Additional communiques to parents and the community are being planned. An open house for parents of the prospective peer counselors is planned for the fall. A comprehensive orientation meeting for new students has been worked out by the present peer counseling group.

The peer counselors who have been working with new students were asked to complete a questionnaire regarding their feelings about peer counseling, what should be included in a formal peer counseling class, etc. 146

The entire guidance department is enthusiastically looking forward to the new program. The school nurse has volunteered to coordinate the health related aspect of the program dealing with such problems as drugs, pregnancies, VD, etc. She will work with the Dane counselor, outside agencies, and speakers to give guidance and direction to the peer counselors who might become involved in assisting students with such problems. The fine work in the orientation of new students which was begun by one of the counselors will continue under her direction. The tutorial assistance program, group counseling, college information service, career planning, as well as various other programs will be under the direction of other counselors. During and after the initial orientation period, the counselors will work directly with students involved in their particular interest areas.

A steering committee consisting of the District Director of Guidance, the vice-principal in charge of curriculum, the head counselor, 5 counselors, and one teacher met to discuss plans for the peer counseling program. Specific emphasis was given to the kinds of guidelines necessary to ensure a successful beginning and to function within the District's framework.

An information bulletin, "What's Peer Counseling All About?" will be ready for the staff in September. Teachers will be encouraged to utilize the services of the peer counselors and to offer suggestions as to the improvement of the program. A questionnaire to assess the awareness of program to date will be administered to students during the first week of school. Information sheets, similar to those distributed to the teachers will be given to each student the second week of school.

An ideal beginning would be to have the peer counselors meet as a guidance group during the 1st quarter. They would be able to visit various guidance classes from time to time with specific information. For example, they could review and discuss the importance of the testing calendar or distribute important bulletins for seniors, etc. In this way, they could serve as the liaisons between guidance classes and the counseling staff. At the beginning of the 2nd quarter, the peer counselors would be reassigned to their regular guidance classes or to a guidance teacher who would be able to utilize their services. Hopefully, they would be able to lead guidance discussions occasionally. This approach is envisioned as a means of utilizing the human resources and talents of our young people; in addition to expanding the guidance services. Equally important is the possibility that the entire school population will become involved. For many students involvement can mean a feeling of worthiness and self-esteem. A con-comitant result will be the turning of negative attitudes toward school into positive feelings and support.

PEER COUNSELING QUESTIONNAIRE

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PURPOSE As an integral part of next year's peer counseling program, your input is highly desirable. What you feel is important. What you think is vital to a successful program. You are our pioneering peers.

1. What do you think of the peer counseling concept?

2. Why do you want to be a peer counselor?

3. What special problems or tasks confronted you this year in your peer counseling role? How did you offer solutions?

4. What should be included in a "buddy system?"

5. What would you like to see included in the course "Dynamics of Peer Counseling?"

6. Would you like a brain storming session in the near future just to discuss your ideas? If so, when would be the most convenient time other than your regular peer counseling meeting?

FIRST DAY'S INTRODUCTION

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I. GOAL

To give an overview of the course Dynamics of Peer Counseling and to motivate students to make a commitment to the peer counseling philosophy.

II. OBJECTIVES

1. Peer counselors will understand the purpose and rationale of the peer counseling program.
2. Peer counselors will be aware of the many areas of service in which they can become involved.
3. Peer counselors will understand that they will be assisting the professional guidance team and that certain obligations are incumbent upon them.

III. OVERVIEW

No school counseling staff is large enough to reach all of the students as often as desirable and needed. An effective way to extend the outreach of the guidance department is to challenge and train young people to become counseling assistants. While offering a valuable service to their peers, they will be experiencing the rewards and satisfaction which accrue from helping others.

The proposed peer counseling program has a three-fold purpose: (1. to expand the guidance program, (2. to utilize the expertise and interests of the counselors in training peer counselors, and (3. to provide youth the opportunities to use their talents and abilities in challenging and self-rewarding ways.

IV. RATIONALE

- A. Importance of peer relationships
- B. Human resources in young people
- C. Creation of more student involvement
- D. Student needs

V. AREAS OF SERVICE

- A. Counseling assistants
- B. Career information
- C. College information
- D. Group leadership
- E. Guidance discussion leaders
- F. Information specialists
- G. Liaison between peers and guidance department staff, etc.
- H. Motivational counseling
- I. Orientation of new students
- J. Registration assistants
- K. Tutors

VI. APPROACH TO PROGRAM

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- A. Orientation--1st quarter
- B. Personnel--guidance department members, resource speakers
- C. Tape recordings
- D. Films
- E. Video sessions
- F. Interviewing
- G. Role playing
- H. Field trips
- I. Group interaction
- J. Evaluation sessions--group/individual
- K. Specialized areas with guidance staff members
- L. Involvement in interest areas

VII. COURSE CONTENT

- A. Counseling--what it is
- B. Role of the professional counselor
- C. Definition of and role of peer counselors
- D. Motivation
- E. Communication
- F. Building a helping relationship
- G. Group techniques
- H. Role of the Health Services Department
- I. PATS Program
- J. Role of the career counselor
- K. Assisting students in finding college information
- L. Purpose of tutoring service
- M. Evaluation of program
- N. Parent/teenager relationship

VIII. GUIDELINES

- A. Not counselor replacement
- B. Referring students to professional guidance staff members
- C. Legitimate concerns of parents, etc.
- D. Not advice giving service
- E. Confidentiality

COMMUNICATIONS

150

I. GOAL

To develop an awareness that the ability to communicate is more than verbalizing, and that real communication is necessary to avoid misunderstandings and to fill the needs of others.

II. OBJECTIVES

1. Peer counselors will acquire knowledge of the process of communication which will result in better understanding of others.
2. Peer counselors will be able to transfer what has been learned to their relationships with others.
3. Peer counselors will understand the necessity to communicate in order to establish a helping relationship with another.

III. OVERVIEW

The importance of effective communication to the success of a peer counseling program cannot be overemphasized. The ability to communicate successfully will be crucial in both individual and group counseling. Misunderstandings and rejections may result unless peer counselors are able to really "tune-in" to those they wish to help. An understanding of the factors affecting communication provides a sound basis for understanding why people "react" as they do.

The first unit on communication will be an outline of the ways people communicate and the factors affecting communication. The second unit, "The Art of Communication," contains considerable material covered in a seminar class on semantics and communication taught by Dr. Sanford Berman (Dr. Michael Dean).

IV. WAYS PEOPLE COMMUNICATE

- A. Visually--some form of sign language
- B. Physically--hand shake, etc.
- C. Symbols--audibly (words) visually (pictures)

V. BLOCKS TO COMMUNICATION

- A. Auditory blocks--we hear what we want to hear
- B. Perceptual blocks--we see what we want to see
- C. Cultural blocks--fences within which we stay
- D. Emotional blocks--frustration when we don't see what we're suppose to see

VI. FACTORS AFFECTING COMMUNICATION

- A. The Society and Culture
 1. The home
 2. The school

- 3. The religious institutions
- 4. Values
- 5. Socio/economic factors

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B. The Sub-culture

- 1. The peers
- 2. The peer group

C. Psychological Factors

- 1. Emotions
- 2. Guilt feelings
- 3. Experiences
- 4. Self-concept

VII. UNCONSCIOUS COMMUNICATION--VISUAL VS. VERBAL

- A. Raised eyebrows accompanies "I understand your feelings of hurt."
- B. A sneer precedes "But you have a right to feel that way."
- C. Tapping of fingers to the tune of "Let's talk about it now."
- D. Looking out the window while saying "Let me hear your concern."

VIII. POINTS TO REMEMBER

- A. Communication barriers numerous
- B. Communication a two-way street
- C. Message intended not necessarily received--frame of references may differ
- D. Communication a molder of personality
- E. Communication in relationship to others a basic condition of human existence
- F. Experiences single most important factor in communication
- G. Careful selection of words important
- H. Clarification of meaning often necessary

THE ART OF COMMUNICATION

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A GENERAL OUTLINE

"I know you believe you understand what you think I said, but I am not sure that you realize what you hear was not what I meant."

I. CONFUSED COMMUNICATION

A. Reaction of Receiver

1. Reflect action--something of a stimulus response--a throwing back
2. Signal reaction--conditioned, quick--sometimes called "trigger" reaction--no time to stop or reflect

B. Words Have No Meaning

1. Talking is not communication
2. Message thought sent never received
3. Trouble ahead when we project meaning into others words
4. We hear what we want to hear. "Some minds are like concrete, all mixed up and permanently set." ..Charles Kettering

C. "Allness Orientation"--Listening Impossible

1. One-way communication
2. "Know it all"
3. Negative mental attitude
4. No questions asked
5. Assumptions not checked
6. Sentences are statements with a period or exclamation point!
7. Enlarged inferiority complex

D. Improper Evaluation

1. Jumping to conclusions
2. Signal reaction
3. All-ness
4. Projection and/or misunderstanding

II. CONSCIOUS COMMUNICATION

A. The Pause That Refreshes--You are in control of your reactions Symbol reaction--a listening approach

B. People Have Meaning--Meaning is the result of

1. Culture
2. Experiences
3. Society
4. Symbols

C. Complete Understanding Is Impossible

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1. Interpretations of words in light of personal experiences
2. No two situations ever the same
3. No two people identical

D. The Beginning of Communication Wisdom

1. Looking beyond the surface and at the person knowing that:
 - a. People have meaning
 - b. Complete understanding is not possible, but empathy is
2. Using proper evaluation
 - a. Pause and reflect
 - b. Refuse to jump to conclusions
 - c. Reverse the "all-ness" approach
 - d. Admit you are guilty of "projection"
 - e. Ask questions, such as "What do you mean?"
 - f. Confess you don't know everything
 - g. Listen to what is said--and--what is not said
 - h. Answer questions, explain feelings, etc.
 - i. Reject assumptions and inferences

III. WHAT YOU THINK YOU ARE, YOU ARE OR WILL BECOME

A. You Control Your Mind and Thoughts

1. No need to feel inferior to another
2. Admission of limitations essential
3. Personality--the outward expression of inward attitudes
4. Over-confidence vs. self-confidence

B. Self-fulfilling Prophecy

1. "I think, therefore I am."
2. Action based on inference
3. The other person's faults--none of my own

C. The Importance of Self-Image

D. Improving the Self-Concept

1. Seek advice of others
2. Listen to the advice
3. Weigh advice given against own experiences

IV. EFFECTIVE COMMUNICATIONS DEPENDS ON SENDER AND LISTENER

- A. Self-concept of each important
- B. Single channel essential
- C. Each willing to clarify where needed
- D. A willingness to agree to disagree respectfully
- E. Compatibility between hearing and seeing

V. LISTENING RESPONSES

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- A. Nod--slight nod and wait--can mean agree, disagree, or no reaction
- B. Pause--look at speaker expectantly, but do nothing--non-evaluative
- C. Casual remark--"Uh, huh," "Tell me," "I'm interested," a good listener
- D. Echo effect--repeating what was said
- E. Mirror effect--reflecting back understanding of what was said

RESOURCE MATERIAL

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FIIMS

"The Eye of the Beholder"--illustrates principles of perception, excellent to use with Unit 1. 25 minutes
1st part shows and tells the ways 5 people see Michael Girard.
2nd part deals with Michael and his point of view.

Viewing Suggestion -- show 1st part of film, follow with a discussion or setting up small groups to discuss and come up with "whose view of Michael's is correct?" A good lesson in group dynamics as well as serving later to illustrate "Why Communication is Difficult." Film may be reshown--this time in its entirity.

"Effective Listening"--demonstrates the importance of effective listening in the communication process. 15 minutes.

"12 Angry Men"--a juryroom drama that involves decision-making, group interaction and communication. May be used with the group dynamics orientation. May not be available through the City Schools.

Berman, Sanford I. (Dr. Michael Dean). Effective Communication And Success Seminar. San Diego: International Communication Institute.

Cherry, C. C. On Human Communication. Cambridge: MIT Press, 1966.

Fabun, Don. Communications. Sample copy available by writing Public Affairs Department, Kaiser Aluminum and Chemical Corp. Kaiser Center, Oakland, California 94604. Contains an excellent bibliography.

Schindler-Rainman, Eva. "Communicating with Today's Teenagers--An Exercise Between Generations." A professional article available from Chronicles Guidance Publication, Inc., Maravia, N.Y. 13118 \$.50

REFERENCE MATERIAL

156

Chesler, Mark and Robert Fox. Role Playing Methods in the Classroom. Chicago. SRA.

Deciding. A decision-making program for students. Samples available from College Board Services.

Griffiths, Daniel E. Human Relations in School Administration. New York: Appleton-Century-Crofts, Inc. A good chapter on "Group Dynamics Techniques."

Hall, Jay. "Decisions, Decisions, Decisions," Psychology Today. November, 1971. pp. 51-54 and 85-88. Discusses his use of the film "12 Angry Men" in relation to group behavior and "Lost on the Moon" as a test of group effectiveness.

Howe, Reuel. The Miracle of Dialogue. New York: Seabury Press. Good reference for showing importance of, barriers to, purpose of, and result of dialogue.

Mahler, Clarence. Group Counseling in the Schools. Boston: Houghton-Mifflin Company.

Rogers, Carl. Carl Rogers on Encounter Groups. New York: Harper and Row, 1970.

Sontegard, Manford. "Basic Principles and Rationale of Group Counseling." Professional article available from Chronicle Guidance Publications, Inc. Moravia, N.Y. 13118 \$.50

Thompson, Sheila and J. H. Kahn. The Group Process as a Helping Technique. Newark: Pergamon Press, 1970.

Varenhorst, B. The Life Career Games as a Tool for More Effective Decision-Making Guidance. \$.50

Varenhorst, B. Life Career Game Kit. Complete set of materials and instructions, \$6.00. Both Life Career Game Kit and The Life Career Games as a Tool for More Effective Decision-Making Guidance available from Instructional Materials Center, Palo Alto Unified School District, 25 Church Avenue, Palo Alto, California 94360.

Wrenn, C. Gilbert and others. Planned Group Guidance. A complete discussion manual dealing with teenage personal concerns in relationship with others, orientation to self, orientation to school, planning for the future. Available from American Guidance Service, Inc. Publishers Building, Circle Pines, Minnesota. \$2.50 per copy.

Wrenn, C. Gilbert and Shirley Schwarzrock. Coping with Books. A series of paperback books about the interests, concerns and problems of young people. (\$15.00 per set of 17 books.) \$1.00 for each book inc. teachers manual. Available from above source.

PERSONAL ATTENTION TO STUDENTS (PATS)

157

I. GOAL

To assist new students in becoming acclimated to the school and to make available peer counselors who can help them in a variety of ways.

II. OBJECTIVES

1. Peer counselors will be able to allay the anxiety and concerns of students who must make an adjustment to a new school environment.
2. Peer counselors will develop a card filing system which will match new students with other students of like interest, age, etc. who have expressed a desire to become a "buddy."
3. Peer counselors, under the direction of a professional counselor, will develop leadership in the area of group guidance.
4. Peer counselors, by showing concern and interest in others, will be instrumental in building school loyalty.

III. OVERVIEW

Students who find themselves in a new school setting often have a very difficult time adjusting. This is particularly true of the rather "quiet" boy or girl. All too often this kind of a student goes unnoticed in a large high school. If these students did not see a counselor during the initial enrollment, they very likely will not seek a counselor's help on their own. A token approach to assisting the new student is to have a period monitor take him on a get-acquainted tour of the campus. After this first gesture, the new student is on his own. The busy counselor may be completely unaware of any need the newcomer has until warning time or report card time.

One approach to meeting the needs of new students was put into effect at Patrick Henry during the 2nd semester of the 1971-72 school year. The original proposal, a summary of the mechanics of the program, and various communiques are included.

A decided drawback to the initial peer counseling program was the lack of a meeting place. Weekly peer counseling meetings were held in the professional library. Taping sessions were held in a counselor's office. It is strongly recommended that a "rap" room for peer counselors be available and a small office where private discussion can take place.

The "PATS" program will continue in the fall. The present group of students have signed for the Dynamics of Peer Counseling. They will be a great asset in the orientation program during the first quarter.

This group will continue to meet with the counselor who initiated the present program for ongoing evaluation, discussion, etc. It is anticipated that they will continue to be actively involved in other aspects of peer counseling besides the orientation of new students.

IV. ACTIVITIES IN WHICH "PATS" CAN BE INVOLVED

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- A. Orientation of new students--physical plant, program, etc.
- B. Introducing new students to key personnel of the school
- C. Attempt to find someone who will escort new students to first school function
- D. Provide some contact for students who may have a prolonged illness or where there is a death in the family
- E. Listening to student concerns
- F. Referring to professional guidance staff
- G. Interviewing teachers and students re peer counseling program, evaluation, improvement, etc.

SAMPLES OF STUDENT-INITIATED MATERIALS

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The information cards were used to compile a list of students who had expressed an interest in counseling, teaching, or social work. An invitation was sent to all students inviting them to attend a meeting to form a get-acquainted group.

Name

Guidance Teacher

In order for your counselor to be of more assistance to You, it would be appreciated if you would take the time to complete this form. Return it to your guidance teacher.

Concerns, problems or questions I would like to discuss.

In what manner would you like to discuss the above?

Individual conference with my counselor.

Group conference with other students having similiar concerns, etc.

If you would be willing to take part in a group conference, which would you prefer?

before my 1st class in the morning

after my last class in the afternoon

during my study hall mod or my open mod

(Please complete the reverse side also.)

Further information that will help your counselor to assist you.

At this time what is your ambition or plan after graduation from P.H.?

About what specific vocational areas would you like information?

- 1.
- 2.
- 3.
- 4.

What class or classes not presently offered would be advantageous for your future plans and goals?

PEERCOUNSELINGPEERCOUNSELINGPEERCOUNSELINGPEER

Please come to the counseling
office on _____
DAY DATE MO^Y
to talk to _____ a peer counselor.

Thank You..

PEERCOUNSELINGPEERCOUNSELINGPEERCOUNSELINGPEERC

YOU'RE INVITED...

TO
A GET ACQUAINTED PARTY

Date: Wednesday, June 14
Place: Faculty Dining Room
Who: All Peer Counseling Groups
Time: 12:45

This is your chance to talk informally
while enjoying refreshments.

R.S.V.P. Let your counselor (Young,
Dunlap, or Peterson,) know if you
can make it.

(This form is filled out by new students)

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Name _____ Grade _____

Guidance Teacher _____

1. Do you know any students at Patrick Henry? yes ___ no ___; if you do, please name one or two.

2. What city and state have you just left? _____

3. Where have you lived most of your life so far? If same as above just circle same.

4. In school so far what subjects have you liked the most? _____

5. I think of myself as (check one)
an average student ___
an above average student ___
a superior student ___
not a very good student ___

6. Usually I like school ___
Usually I don't like school ___

7. When I'm not in school the thing I like to do best is/are:

8. Check the things you think may be true about your future after you leave high school:
 1. Go into business for myself or with a friend or relative. ___
 2. Go to a technical school. ___
 3. Go to a two year college for technical training. ___
 4. Go to a two year college and transfer to a four year college. ___
 5. Enter a four year college right after high school. ___
 6. Go into the service. ___
 7. Get married. ___
 8. Get a job. ___
 9. Other (explain) _____

ORIENTATION TO CAREER DEPARTMENT

162

I. GOAL

To provide peer counseling trainees with information and training which will enable them to assist students in acquiring important and needed information about career development.

II. OBJECTIVES

1. Peer counselors will be able to explain to students the various kinds of work experience education programs available to them.
2. Peer counselors will be able to assist students to find various kinds of information in the Career Office, to use the Dictionary of Occupational Titles, microfiche reader, career files, etc.
3. Peer counselors will be able to work with the career counselor in setting up career seminars, developing a creative career bulletin, working with small groups to interpret the OVIS, etc.
4. Peer counselors will be able to provide group leadership with students who are concerned about the various areas of the work experience program such as (1. How do I apply for work experience? (2. problems in relation to the work experience, (3. value of attending a career seminar, etc.

III. OVERVIEW TO WORK EXPERIENCE EDUCATION

Work Experience Education makes it possible for students to earn as well as learn. This opportunity enables students to obtain practical job experience; and if they have financial problems, it helps them to complete their high school education. Credit for work experience is good to have on a student's school record as evidence of job experience. Employers can show students the practical application and meaning of the courses they are taking in school. Work Experience Education often points up the importance of further education and training. The experience the youth acquires on any real job, along with his acquisition of good work habits, is invaluable in bridging the gap between school and permanent employment.

Work Experience Education builds desirable character traits such as responsibility, self-reliance, punctuality, and dependability. It helps to develop good work habits and attitudes in a realistic adult work situation.

IV. WORK EXPERIENCE EDUCATION PROGRAMS FOR HIGH SCHOOL STUDENTS

Students must be 15 years of age or over for all programs, unless special permission is obtained.

Students receive grades for all work experience at the end of each semester. A maximum of 8 credits may be earned toward graduation requirements.

- A. General - open to students in grades 10-12 who have a paying part-time job. A student must work 200 hours and 10 weeks in one semester to earn a credit. 163

General Work Experience education has as its purpose supervised part-time employment of pupils with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by a pupil need not be related to the occupational goal of the pupil.

- B. Exploratory - designed to provide students opportunities to explore tentative career choices. It is a school initiated and school coordination, spending a specified number of daily hours at selected work stations. No pay is involved. This program is open to students grades 10-12. A student must work 75 hours and 10 weeks in one semester to earn one credit.
- C. Vocational - open to students in grades 10-12. Students are paid and must work 150 hours for one credit or 300 hours for two credits during one semester. A student must have taken two subjects related to the employment (including 9th grade subjects) previous to enrollment or be taking one related subject while employed.

V. WAYS CAREER DEPARTMENT SERVES STUDENTS

- A. Social Security cards
- B. Work permits
- C. Temporary work permits
- D. NYC forms
- E. Job registration
- F. Exploratory work assignments
- G. View machines--local and national career information cards on file
- H. Career file containing pamphlets and information on careers
- I. Bulletin board featuring many types of jobs which are available, such as baby-sitting, law-work and housework. Civil service jobs are all posted.
- J. Civil service application
- K. Federal aid programs
- L. Apprenticeship programs
- M. SOFT programs (requiring 15 hours on job--no credit)
- N. Day-on-the-Job program with some businessman
- O. Career pamphlets for take-out
- P. Career counselor assists in a variety of ways--
 - 1. Interview students
 - 2. Screen students for available positions
 - 3. Refer students
 - 4. Verify placements
 - 5. Contact employer at least once a semester to learn about progress of students
 - 6. Work with counselors to get students released for one of various work experience programs
 - 7. Interpret child labor laws
 - 8. Interpretation of OVIS

VI. PEER COUNSELORS CAN ASSIST THE CAREER COUNSELOR

- A. Take part in small group interpretations of the OVIS
- B. Liaison between Career Department and guidance classes
- C. Provide students with information available in the career office
- D. Help prepare career bulletins
- E. Assist in helping students find specific career information
- F. Assist in setting up career seminars
- G. Assume responsibility for bulletin board
- H. Acquiring specific information, such as the importance of Civil Service jobs for January graduates, 12th graders, or students going into the adult school.
- I. Peer counselors might prepare career information to present to a specific class on request of a teacher

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AN OUTLINE FOR A CAREER SEMINAR PROGRAM

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- I. Student information card filled out by all students.
- II. A listing of all vocational interests was made.
- III. Specific career areas were selected on the basis of interest expressed.
- IV. A series of career seminars were set up. Each counselor elected to be responsible for certain seminar programs. Resource persons involved in the career area selected were invited to be guest speakers at the seminars.
- V. In some cases, the speakers were sent a list of questions asked by interested students prior to the career seminar day. A general outline of areas to be covered proved to be the most effective from the viewpoint of the students.
- VI. A career bulletin announcing future seminars was posted in each guidance room.
- VII. Special career seminar passes were sent to those students who expressed an interest in a specific seminar. Passes were the same color as the career bulletin for easy identification.
- VIII. Students were asked to comment on the career seminars in their guidance class and on a counselor questionnaire sent to every student.

FROM EXPERIENCE the following changes should be made:

1. Definite suggestions or an outline should be given to each seminar speaker. Students frequently criticized the lengthy presentation and the irrelevant information given. They wished to know specifics such as: How much education is required? What are chances of entering a field once the educational requirements have been met? What is the salary? What are chances for advancement? etc.
2. An immediate student evaluation. Too much time elapsed between the seminar program and student reaction. Peer counselors might be utilized for small group discussion following a seminar or to poll guidance classes for student reaction.
3. Large groups do not seem to be as advantageous in group seminars as the smaller groups of approximately 20-30 students.

SAMPLES OF MATERIALS DEVELOPED FOR CAREER SEMINARS

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The following notice was sent to all counselees of one counselor whether they had indicated on their information card an interest in forestry or not. The purpose for this was to give an absentee a chance to be included in a seminar and to determine if the undecided students would show an interest in the forestry career seminar. It was predicted that many students would use the opportunity to miss a class. Very few students who had not previously expressed an interest in this specific area signed to attend.

CAREER INFORMATION

Name _____ Guidance Teacher _____

On November 22 representatives from the STATE FORESTRY DIVISION and STATE DIVISION OF FISH AND GAMES will be on campus. If you are sincerely interested in one of these fields as a possible future career, and would like to attend a seminar, check below.

I would like to attend the seminar.

I would NOT like to attend the seminar.

Please write on the reverse side questions you would like answered by the representatives.

THIS MUST BE RETURNED BY Wednesday, November 10, to your guidance teacher.

COUNSELOR'S USE ONLY

DO NOT WRITE IN THIS SPACE

Pass to Room _____ Mod _____

Counselor

PEER COUNSELORS AND COLLEGE INFORMATION SERVICE

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I. GOAL

To provide peer counselors with the "know-how" to assist students who are seeking general college information.

II. OBJECTIVES

1. Peer counselors will be able to provide the when, where, and why of various tests such as PSAT, SAT, and ACT.
2. Peer counselors will be able to show students how to use a variety of college and scholarship information material.
3. Peer counselors will know who to refer students to for specific information such as, where can I find the scholarship counselor?, etc.

III. OVERVIEW OF COLLEGE INFORMATION SERVICE

Students who are trained by an expert college and scholarship counselor will be able to give considerable assistance to students prior to conferences with their counselors. The counselor can then spend more time with specific information, going over academic requirements, possibility of success, etc. Peer counselors can be effectively utilized in the guidance mode to inform students, especially seniors, of the importance of early college applications, testing dates, availability of scholarships, etc. When students come into the counseling center for college information, the peer counselors can assist them in using the View Deck, the Admission Search Kit (ASK), college guides, scholarship information and numerous other references available to them. The peer counselors will be required to keep up-to-date on new kinds of programs and schools by reading the Guidance Digest.

A program involving peer counselors can expand the outreach to many more students than is now possible. Many general questions such as When do I apply for Mesa or University of California? can be answered by the peer counselors.

IV. ORIENTATION

- A. Where to find information about various colleges, 2 year, 4 year, trade and technical, specialized, etc.
- B. How to use the handbooks, catalogs, View Deck, ASK, etc.
- C. College orientation lecture which will cover the following areas:
 1. Importance of making a decision about college--to go or not to go.
 2. Which college is the right college?
 3. Various kinds of colleges
 4. College catalogs and how to read them, how to get help.
 5. Scholarship and financial aid.
 6. Where to get application for admission
 7. Which applications are available on campus
 8. Federal assistance programs

9. ROTC programs
 10. Admission requirements for U.C., CSUSD, and San Diego junior colleges
 11. GPA in relation to specific subjects at U.C.
 12. Calendar for juniors and seniors
 13. Use of specific reference books
- D. Referral to professional counselor procedure

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V. EVALUATION

Peer Counselors will meet with the scholarship counselor for discussion, gaining up-to-date information, working out various problems, etc.

VI. SPECIFIC REFERENCES AVAILABLE

Admission Search Kit (ASK)

American Legion--Need A Lift? Every scholarship available for service people's children

College Handbook--College Entrance Examination Board

College Viewdeck to Four Year Colleges--a data retrieval system using punched cards coded to yield names of colleges having all features chosen by a student

Counselors College Reference Handbook--a quick reference for colleges by areas

Keeslar, Financial Aid for Students

Lovejoy, College Guide

Lovejoy, Guidance Digest--up-to-date information on college preparatory and vocational schools, emphasis on new kinds of programs and schools--published 10 times a year.

Major, Counsel's Guide to College

Peterson, The Annual Guide to Graduate Study

Various college guides available such as Catholic, Jewish, and Presbyterian colleges

Prudential Insurance, Facing Facts About Preparing for Your Future

A second limitation is the difficulty of finding a specific meeting place and eliminating the need to shift rooms from time to time. Arrangements are being made with the librarian to utilize one corner of the library and possibly a few of the carrels. Plans have been suggested by the librarian to correlate the training of library monitors and tutors. This would make it possible for the tutees to receive additional assistance.

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Students have been very receptive to the tutoring phase of the peer counseling program. One evidence of the enthusiasm shown is the notice to teachers and the "Tutoring Services" bulletin, both written by a student. Tutors will undoubtedly provide considerable help in improving and expanding the tutorial program.

- G. Determine the number of tutees per tutor--usually a 2 to 1. 170
- H. Enlist aid of various department members as resource personnel and to provide sequence of subject matter.
- I. Pair tutor and tutee--best to have at least a year's span in ages or grades, similar interests, etc. At times a change in tutor may be advantageous.
- J. Arrange initial meeting time for tutor and tutee.
- K. Assist tutor to set guidelines and ways to determine progress.
- L. Provide for feedback and discussion by tutor and counselor involved with the program.
- M. Keep communications going with particular staff member making referral and general communications to entire staff.
- N. Provide for recognition or grade for tutors.

V. ORIENTATION OF TUTORS

Those students who are to act as tutors may or may not be a part of the peer counseling group. Some students may find it impossible to devote time to the tutoring program and the peer counseling class. They should, however, be committed to the orientation program which involves communication, establishing a helping relationship, role playing, group discussion, sociology, etc. More intensive work involving their particular phase of the program should be worked out on a small group basis with the coordinator of the tutoring program. The counselor working with the tutors will be concerned with the psychology of tutoring and preparation for tutoring which should include:

1. How to establish a tutor/tutee climate
2. What to expect--must be aware that tutee may view the tutor as part of the Establishment
3. How to establish guidelines in order to meet goals set
4. Importance of a commitment to a definite time and place
5. Determination as to how the program is to be evaluated
6. Working with the staff member who made the referral for tutorial assistance
7. Meeting with the librarian to work out plans for using library resources
8. Mechanical procedures, such as keeping a log card, etc.
9. Employing various learning techniques such as role playing, taping, films, etc.
10. Discussion as to the frequency of group meetings to discuss problems which have arisen and solutions to them
11. Invitations to teachers and other resource personnel to join the group discussions

VI. PRESENT LIMITATIONS AND FUTURE OUTLOOK

The newness of this type of a program at Patrick Henry has limited the amount of resource material available for this Guide. How to Study material may be helpful once the program is under way.

PEER COUNSELORS AS TUTORS

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I. GOAL

To provide individual tutoring service for those students who are experiencing difficulty in their school work.

II. OBJECTIVES

1. Peer counselors will be able to establish a climate of mutual self esteem and worthiness.
2. Peer counselors will secure assistance and appropriate materials for the individual tutee.
3. Peer counselors will direct and utilize the tutoring sessions for their intended purpose.

III. OVERVIEW

Many students fall behind in certain subjects because they have missed a basic principle or concept. Success in the course may depend upon their ability to comprehend the initial lesson. Continual failure and frustration leads to disinterest and a drop of the course if it is an elective, or the necessity of repeating a required course. Some students will not seek individual help from a teacher because of shyness or a feeling of being thought "stupid." Withdrawal or "acting-out" behavior may result. Often a teacher does not have the time to assist a student as much as is needed.

Students who have experienced success in a particular subject area are very often able to help their peers to a greater extent than can adults because they are closer to the problem. Crucial to the success of this approach is the feeling of mutual respect. A helping relationship requires a genuinely concerned person and a help-seeking person. It is recognized that the relationship between tutor and tutee may broaden to encompass other areas of need. Not only is communication important between the tutor and tutee, but also between the tutor and the teacher who made the tutoring request.

IV. PROCEDURE INVOLVED IN SETTING UP A TUTORIAL PROGRAM

- A. Determine how tutors are to be selected.
- B. Set up initial meeting with prospective tutors.
- C. Make provisions for a room to be used by tutors (library carrels are a possibility).
- D. Survey teachers and counselors for tutee referrals.
- E. Interview prospective tutees to determine their willingness to receive help.
- F. Contact parents by letter or phone--dependent on type of program.

- O. General information about the school
- P. Bus schedules
- Q. Replacement of ID cards
- R. Lost and found

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V. WAYS OF DISPENSING GENERAL INFORMATION

- A. Information handbook to be compiled by peer counselors
- B. Bulletin board
- C. Manning an information booth during lunch hours
- D. Assisting teachers (upon request) during guidance hour
- E. Preparing and distributing information bulletins
- F. Manning a telephone information line during specific hours

VI. ONE TYPE OF INFORMATION CENTER

- A. One standard classroom bookcase with doors which can be locked
- B. Four castors--locking variety
- C. Partitioned insert for bookcase--can be summer school mail boxes
- D. Bulletin board to be attached to back of the bookcase

This type of an information center is inexpensive and allows for mobility.

INFORMATION SERVICE

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I. GOAL

To provide students and teachers with ready access to general types of information.

II. OBJECTIVES

1. Peer counselors will perform a valuable function as a result of preparing and making general information available to the entire school population.
2. Peer counselors will take responsibility for finding necessary information when not available at the information booth.

III. OVERVIEW

Students frequently are forced to wait to see a counselor for answers to general information questions. Much such information could be provided by peer counselors during the lunch hour or during the guidance period. This would increase the outreach of the guidance program; while allowing the counselor more time to do professional counseling.

IV. INFORMATION THAT SHOULD BE AVAILABLE

- A. Personnel of the school and responsibilities of same
- B. Physical layout
 1. Career office
 2. Custodian's office
 3. DANE counselor's office
 4. Driver training office
 5. District counselors' offices
 6. Head counselor's office
 7. Nurse's office
 8. Registrar's office
 9. Scholarship counselor's office
 10. Student government office
 11. Teachers' offices
- C. Campus clubs and requirements
- D. CSF and academic distinction requirements
- E. Class sponsors
- F. Graduation requirements
- G. Military service information
- H. Senior activities
- I. Grade verification for insurance rates
- J. Where to apply for high school transcripts
- K. Career seminar speakers, dates, and place of meetings
- L. Counselors' office hours
- M. Local colleges admissions dates and tests required ACT or SAT
- N. Weekly activities of the school

IV. ORIENTATION

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During the 1st quarter all peer counselors will be involved in The Development of the Group Process (an outline appears at the end of this section). More intensive training will be open to those students who wish to become involved as group leaders for various types of group counseling. The general information, suggestions and resources in this Guide can be adopted to a variety of group situations. Counselors and students involved in the PATS, tutoring, career development, college information, health services programs, etc. will find this material of value.

V. GROUP COUNSELING GUIDELINES

1. Have a definite goal in mind. Group counseling and group discussions are not synonymous.
2. The purpose of the group should, to a large extent, determine the group membership and size.
3. Weekly meetings may be best as a starter. Length and number of meetings should be determined by the purpose and progress of the group.
4. Participation should be voluntary in most cases. Certain types of group counseling, such as discipline cases, may not necessarily involve a willingness to participate.
5. A definite time and meeting place should be arranged and followed.
6. The participants need to be notified of all meetings or cancellations.
7. The purpose of the meeting should be clearly stated. The initial meeting may be the screening session. The "W" approach becomes very important in establishing a productive group.
 - Who wants to really participate?
 - Why do you want to participate?
 - What do you expect from the group?
 - When can you meet?
8. Closing a group and weeding out may be necessary. The purpose of the group should determine if other members should come into the sessions once they have started. Those who cannot function in a group relationship or those who are involved in personal friendships or animosities with one another may have to be dropped from the group. Continual "ego trips" can be disastrous to the group process.
9. If motivational counseling is intended, attention needs to be given to the immediate problem, such as failing to meet the English objectives. Attempts should go beyond to explore ways to change the situation, alternatives, and responsibilities of decisions made.
10. An atmosphere of freedom to express and explore with others must exist. Group members should not be made to feel that the relationship need to continue beyond the group setting.

11. The group leader has the responsibility of protecting the group members. No counselor or group leader has the privilege or qualifications to "undress the soul" of individual group members nor allow another group member to do so. 175
12. Individual conferences with group members during the group sessions may be unwise. However, in some cases, a counselor may need to discuss with an individual member his attitude or behavior within the group.
13. The group process may be facilitated in the beginning by helping the teenager to understand what's happening to him--physically and mentally. For it is a TIME of
- Confusion and apprehension in many areas
 - Value questioning
 - Intensive peer pressures
 - Testing family loyalties
 - Role confusion
 - Pulling from, yet dependence on the family
 - "Know nothing" parents
 - Rebelling against, but desperately wanting and needing controls
 - Experimentation
 - Inwardness
 - Conformity vs. non-conformity conflicts

VI. GROUP COUNSELING WITH LOW ACHIEVERS

A. GOAL

To employ motivational counseling with low achieving students in an English class in an effort to stimulate a feeling of academic success.

B. OBJECTIVES

1. Provide a "Listening Post" for students to freely express their views and frustrations without "threat" of a grade.
2. To uncover the reasons for low achievement and help the students work through their individual problems.
3. Seek to build self-confidence and a feeling of worthiness which will cause students to want academic success.

C. APPROACH

1. Low achievers in English (based on semester report cards) were invited to meet with a counselor once a week for a "rap" session. Eight students volunteered for the group. A ninth-grade student came into the group later. The first meeting was not structured, but served primarily as a "catharsis" session intended to relieve the students of their frustrations with English in particular and school in general.

2. Feelings about success and failure, value systems, and self were explored.

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3. Students requested to meet twice weekly to explore ways of meeting their English objectives. The play "12 Angry Men" was used to facilitate group interaction. It also met the requirements for two English objectives. Other assignments were done in similar ways.

D. RESULTS

1. Five of the nine students received credit for both English 3-4. One student completed English 3, then dropped out. He failed English 4. One student chose not to attend. He failed English 3-4. One student moved from the district. One student attended most group sessions, but never became involved. He must repeat 10th grade English.
2. A noticeable change in attitude toward English and all subject areas was evident. A feeling of pride and satisfaction in accomplishment was generated.

E. CONCLUSIONS

The students in the group fell into two categories. Those who were baffled by a new method of meeting English requirements, and those who were really "turned-off" on English. One student summed up the feelings of those who found success by saying: "It was nice to know someone cared." That is what counseling is all about.

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ABSTRACT

Counselors will need to assume more viable roles of leadership in the total educational picture in the years ahead. They must be innovators and producers of change if they hope to survive as a profession.

Statement of the Problem

The purpose of this study was to determine whether the implementation of a pilot peer counseling program at Patrick Henry High School, San Diego, California would be an effective means of (1) expanding the guidance services by utilizing trained students; (2) making school more meaningful for the peer counselors through personal growth and involvement; and (3) determining the feasibility of implementing a peer counseling project in other high schools in the District.

The problem was to develop a course of study which would effectively train students in personal/social relationships and provide the necessary background information for helping others. Activities had to be found which would test the following hypotheses:

1. That guidance services would be expanded through the utilization of trained students who would be able to provide general information and to assist their peers in a variety of ways.
2. That trainees who become involved and committed to the peer counseling concept would find school meaningful and would experience personal growth. Thus they would develop positive attitudes toward themselves and others.

The writer also hoped to determine if a peer counseling program would be accepted by students and teachers, and also if such an innovative program would result in a more positive counselor image.

Methods

After securing approval of the pilot project from the San Diego Unified School District, San Diego, California, nominal funding was obtained from the San Diego County Education Department. The writer prepared a curriculum guide for the course, "The Dynamics of Peer Counseling" which was offered in the Fall, 1972. Five professional counselors assisted in the teaching and training of the 48 students who enrolled in the class.

During the first semester, the Training Phase, the trainees learned communication skills, acquired group process techniques and developed human relations sensitivity. They secured needed information from visits by the school nurse, drug counselor, administrators, and speakers in related fields.

The second semester was the Field Experience Phase in which various activities were planned to provide the peer counselors with the opportunity to apply the techniques and knowledge acquired in the training period.

The "clinical approach" was utilized in evaluating the data which pertained to the stated hypotheses. This included (1) subjective measurement methods, (2) consultation,

(3) feedback, and (4) participant-observation. Questionnaires, evaluation sheets, and Self-Rating Scales were used as written instruments of measurement. Taped interviews, individual conferences, and observations provided much valuable data in determining the progress and success of the project.

Results

An analysis of the data indicated that the guidance services were expanded. More students were reached and helped with peer counselors' assistance than would have otherwise been possible. The results further indicated that the majority of the peer counselors found school to be more meaningful and experienced personal growth in attitudes toward themselves and others. Thus the two stated hypotheses were supported. It was also found that staff members and those students who used the peer counseling services accepted the program as a positive innovation.

Conclusions

The peer counseling approach offers counselors the opportunity to become guidance leaders for staff as well as for students. It provides students the opportunity of becoming co-partners in their own development.

The peer counseling program at Patrick Henry High School may serve as a model for other high schools in the San Diego Unified School District or elsewhere.